













# CATALOGUE

OF THE

## OFFICERS AND STUDENTS

OF

# THE COLUMBIAN UNIVERSITY.

FOR THE ACADEMIC YEAR 1880-'81.

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WASHINGTON, D. C. :  
RUFUS H. DARBY, PRINTER, 432 NINTH STREET.  
1881.





#### NOTE.

By an act of Congress approved March 3, 1873, the act to incorporate The Columbian College, in the District of Columbia, approved February 9, 1821, was so far modified as to provide, *inter alia*, "that said Corporation shall be hereafter known and called by the name of The Columbian University, and in that name shall take, hold, and manage all the estate and property now belonging to said College, or that may hereafter be conveyed, devised, or bequeathed to said Corporation by its original name."

# CALENDAR.

## CURRENT ACADEMIC YEAR, (1880-'81.)

1880. Sept. 6. { Examination of Candidates for admis- } Monday.  
 Sept. 7. { sion to College..... } Tuesday.  
 Sept. 8. First College Term begins..... Wednesday.  
 Sept. 8. First Term Preparatory School begins... Wednesday.  
 Oct. 4. Session of Medical School begins..... Monday.  
 Oct. 13. Session of Law School begins..... Wednesday.  
 1881. Jan. 21. First College Term Examination begins.. Friday.  
 Jan. 31. Second College Term begins ..... Monday.  
 Mar. 17. Commencement of Medical School..... Thursday.  
 April 20. Senior Examinations begin..... Wednesday.  
 May 30. Second College Term Examination  
 begins..... Monday.  
 June 7. Anniversary Meeting of Alumni..... Tuesday.  
 June 7. Commencement of Law School..... Tuesday.  
 June 8. Commencement of College ..... Wednesday.  
 June 10. Exhibition of Preparatory School..... Friday.

## NEXT ACADEMIC YEAR, (1881-'82.)

1881. Sept. 12. { Examination of Candidates for admis- } Monday.  
 Sept. 13. { sion to College..... } Tuesday.  
 Sept. 14. First College Term begins..... Wednesday.  
 Sept. 14. First Term Preparatory School begins... Wednesday.  
 Oct. 3. Session of Medical School begins..... Monday.  
 Oct. 12. Session of Law School begins..... Wednesday.  
 1882. Jan. 20. First College Term Examination begins.. Friday.  
 Jan. 30. Second College Term begins..... Monday.  
 Mar. 16. Commencement of Medical School..... Thursday.  
 April 19. Senior Examinations begin..... Wednesday.  
 May 29. Second College Term Examination  
 begins..... Monday.  
 June 13. Anniversary Meeting of Alumni..... Tuesday.  
 June 13. Commencement of Law School..... Tuesday.  
 June 14. Commencement of College..... Wednesday.  
 June 16. Exhibition of Preparatory School..... Friday.

# TRUSTEES AND OVERSEERS.

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W. W. CORCORAN, LL. D., District of Columbia,  
*President of the Corporation.*

---

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THE PRESIDENT OF THE UNITED STATES.  
THE CHIEF-JUSTICE OF THE SUPREME COURT OF THE  
UNITED STATES.  
THE ATTORNEY-GENERAL OF THE UNITED STATES.

## OVERSEERS.

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“ “ F. WILSON, D. D., “  
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HENRY TAYLOR, Esq., “  
C. A. KEYSER, Esq., “  
EUGENE LEVERING, Esq., “  
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“ “ J. H. CUTHBERT, D. D.

JAMES C. WELLING, LL. D.

JOHN T. GIVEN, Esq.

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THE HON. WM. STICKNEY, *Secretary and Treasurer of the Corporation.*

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AND PROFESSOR OF MORAL AND MENTAL PHILOSOPHY, AND LECTURER ON HISTORY.

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LECTURER ON NATURAL HISTORY.

HARRY C. DAVIS, A. B.,

ADJUNCT PROFESSOR OF GREEK.

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 ADJUNCT PROFESSOR OF MATHEMATICS.

OTIS T. MASON, A. M., PH. D.,  
 PRINCIPAL OF THE PREPARATORY DEPARTMENT.

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 PROFESSOR OF EQUITY JURISPRUDENCE, OF COMMON LAW AND  
 EQUITY PLEADING, OF THE LAW OF EVIDENCE, AND THE LAW  
 OF PARTNERSHIP.

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 LECTURER ON CRIMINAL LAW.

GEORGE F. APPLEBY, Esq.,  
 JUDGE OF MOOT COURT AND ASSOCIATE PROFESSOR OF PRACTICE.

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 TREASURER.

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 PRESIDENT.

A. Y. P. GARNETT, M. D.,  
 EMERITUS PROFESSOR OF CLINICAL MEDICINE.

GRAFTON TYLER, M. D.,  
 EMERITUS PROFESSOR OF THE THEORY AND PRACTICE OF MEDICINE.

N. S. LINCOLN, M. D.,  
EMERITUS PROFESSOR OF SURGERY.

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PROFESSOR OF SURGERY.

W. W. JOHNSTON, M. D.,  
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A. F. A. KING, M. D.,  
PROFESSOR OF OBSTETRICS AND THE DISEASES OF WOMEN AND  
CHILDREN, AND DEAN OF THE FACULTY.

EDWARD T. FRISTOE A. M., LL. D.,  
PROFESSOR OF CHEMISTRY AND TOXICOLOGY.

WILLIAM LEE, M. D.,  
PROFESSOR OF PHYSIOLOGY.

ELLIOTT COUES, M. D., PH. D.,  
LECTURER ON ANATOMY.

D. WEBSTER PRENTISS, A. M., M. D.,  
PROFESSOR OF MATERIA MEDICA AND THERAPEUTICS.

A. C. ADAMS, A. M., M. D.,  
DEMONSTRATOR OF ANATOMY.

C. A. HOOVER, M. D.,  
DEMONSTRATOR OF PHYSIOLOGY AND CURATOR OF MUSEUM.

G. N. ACKER, M. D.,  
DEMONSTRATOR OF PATHOLOGICAL HISTOLOGY.

FRANK BAKER,  
PROSECTOR TO CHAIR OF ANATOMY AND ASSISTANT DEMONSTRATOR.

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WM. R. BUSHBY.....	Virginia.
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WM. A. DE CAINDRY.....	District of Columbia.
J. B. DIVER.....	New York.
GEORGE B. EDWARDS.....	District of Columbia.
JAMES L. HARN.....	Florida.
C. J. HAYES.....	New York.
J. A. HAYWARD.....	District of Columbia.
ROBERT JOHNSTON.....	District of Columbia.
WM. T. KENT.....	Pennsylvania.
WM. B. KING.....	District of Columbia.
H. J. LAUCK.....	District of Columbia.
WOODBURY LOWERY, (A. M., Harvard).....	District of Columbia.
JOHN M. MARTIN.....	Mississippi.
J. H. MASON.....	Massachusetts.
T. J. MACNAMEE.....	Massachusetts.
J. H. MORGAN.....	Alabama.
JOHN MORRIS.....	District of Columbia.
R. W. F. OGILVIE.....	Virginia.
WM. S. PARKS.....	Ohio.
J. H. PARSONS.....	Alabama.
H. SCHIMMELFENNIG.....	Pennsylvania.
EDGAR T. SAUNDERS.....	Illinois.
J. D. SMITH.....	Massachusetts.
GEORGE D. SEYMOUR... ..	Connecticut.
P. C. WARMAN.....	New Jersey.
W. W. WISHART.....	District of Columbia.

POST-GRADUATE STUDENTS OF PRACTICE.....28.

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P. W. BLAZER.....	New Jersey.
WM. A. DECAINDRY .....	District of Columbia.
S. T. CAMERON.....	Illinois.
LOUIS D. CARMAN.....	New Jersey.
J. B. CHURCH.....	District of Columbia.
MELVILLE CHURCH .....	New York.
CHARLES E. CONANT.....	Maine.
W. T. S. CURTIS.....	Massachusetts.
J. H. DAY.....	Texas.
W. R. DEEBLE.....	District of Columbia.
J. H. DONOVAN .....	New York.
C. A. DOUGLASS.....	South Carolina.
J. R. GARRISON .....	Virginia.
C. G. GOULD.....	Vermont.
T. P. GRAHAM.....	New York.
H. W. HARRIS.....	North Carolina.
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WM. T. KENT.....	Pennsylvania.
F. T. LODGE.....	Indiana.
JOHN M. MARTIN.....	Mississippi.
E. A. MCBEE.....	South Carolina.
THOMAS MITCHELL.....	Connecticut.
T. J. MACNAMEE .....	Massachusetts.
OSCAR NAUCK .....	Virginia.
J. H. PARSONS.....	Alabama.
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J. F. ROBB .....	Pennsylvania.
H. M. ROHRER.....	District of Columbia.
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T. C. TAYLOR.....	Ohio.
SAMUEL THOMAS.....	Massachusetts.
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F. M. TRYON.....	District of Columbia.
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J. M. BURNETT.....	Connecticut.
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W. H. CHAPMAN.....	Ohio.
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W. R. DEEBLE.....	District of Columbia.
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JOHN H. DONOVAN.....	New York.
C. A. DOUGLASS.....	South Carolina.
LANIER DUNN.....	District of Columbia.
LAFAYETTE FITZHUGH.....	Texas.
R. F. FLEMING.....	District of Columbia.
ALBERT C. FOWLER.....	Missouri.
J. M. FOX, (A. B., Yale).....	Connecticut.
W. F. C. GREGORY, Jr.....	Virginia.
WILL HAIGHT.....	Iowa.
H. W. HARRIS.....	North Carolina.
T. B. HEDGMAN.....	Virginia.
CHAS. R. HYDE.....	Tennessee.
F. S. HYDE.....	Tennessee.
R. A. JOHNSON.....	New York.
WILLIAM A. JOHNSON.....	District of Columbia.
G. D. JOHNSTON.....	Virginia.
THOMAS J. JOHNSTON.....	District of Columbia.
FRANK B. KELLER.....	Pennsylvania.
J. E. LATIMER.....	Maryland.
W. A. LEETCH.....	District of Columbia.
JOHN T. LIGHTER, Jr.....	District of Columbia.
H. N. LOW.....	District of Columbia.
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E. MORGAN.....	District of Columbia.
OSCAR NAUCK.....	Virginia.
M. K. PAGE.....	Maine.

M. H. PARKS .....	Wisconsin.
J. A. PERRY .....	Colorado.
J. R. ROGERS .....	Maryland.
GEO. F. ROLLINS .....	New Hampshire.
EUGENE ROSIS, (A. M., Pa.) .....	Pennsylvania.
W. H. RUFF .....	District of Columbia.
G. W. SEAVER .....	Vermont.
S. D. TRIMBLE .....	District of Columbia.
N. B. WALKER .....	District of Columbia.
GEO. P. WHITTLESEY .....	District of Columbia.
H. K. WILLARD, (A. B., Yale) .....	District of Columbia.
E. R. WILLIAMS .....	Connecticut.
W. D. WIRT .....	Virginia.
A. D. WILCOX .....	Tennessee.

SENIORS .....54.

## JUNIORS.

L. H. ALBRECHT.....	Maine.
GEO. ASTA-BURUAGA.....	Chili.
C. F. BALL.....	Virginia.
R. F. BARNES.....	Virginia.
G. BLAIR.....	Maryland.
F. E. CAMP, (A. B., University of Vt.).....	Vermont.
B. C. CAVETT.....	Tennessee.
M. J. CLAGETT.....	District of Columbia.
F. H. CHILDS.....	Ohio.
J. L. CONDRON.....	District of Columbia.
J. J. CRAWFORD.....	Ohio.
H. B. DAVIDSON.....	Maryland.
E. S. DAVIS.....	District of Columbia.
C. R. DEAN.....	Illinois.
W. W. DODGE.....	Minnesota.
HARVEY S. DURNELL.....	Pennsylvania.
M. G. EMERY, JR.....	District of Columbia.
FRANK A. FOUTS.....	District of Columbia.
MILES FULLER.....	Illinois.
C. C. GILBERT.....	Kentucky.
C. BRY. GORDON.....	District of Columbia.
H. E. HAMLIN.....	Maine.
W. SCHUYLER JOHNSON.....	District of Columbia.
W. B. T. KEYSER.....	District of Columbia.
BLAIR LEE.....	Maryland.
W. E. LINN.....	Maryland.
F. T. LODGE.....	Indiana.
JOSEPH H. LYON.....	New York.
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E. P. MERRIAM.....	Massachusetts.
J. S. MORRILL.....	Vermont.
THOS. A. MURRAY, (A. M., Columbian).....	Maryland.
T. W. NOYES, (A. M., Columbian).....	District of Columbia.
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T. L. PEISSNER.....	New York.
H. E. RANDALL.....	Minnesota.
W. K. RANDOLPH.....	District of Columbia.
G. F. ROBB.....	Pennsylvania.
W. B. ROBERTS.....	District of Columbia.
S. G. L. ROBERTS.....	Maryland.
L. W. SEELY.....	Pennsylvania.
K. DUKE SMITH.....	Kentucky.

JAMES H. SPALDING.....	Kansas.
H. W. SPOFFORD.....	Ohio.
L. P. SPRIGG.....	District of Columbia.
IRVING A. TALBOTT.....	Virginia.
CHAS. C. TILLMAN.....	Tennessee.
W. E. THOMAS.....	Virginia.
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JAS. F. WALKER.....	New York.
G. W. WEBER.....	Virginia.
M. P. WHITE.....	Massachusetts.
J. F. WILLIAMSON.....	Ohio.
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OSCAR WOODWARD .....	District of Columbia.
S. M. YEATMAN.....	Virginia.
JUNIORS.....	57.

## STUDENTS OF MEDICINE.

<i>Name.</i>	<i>Preceptor.</i>	<i>Residence.</i>
LOUIS K. BEATTY .....	Prof. W. W. Johnston.....	Iowa.
PHILO H. BENNETT.....	Dr. H. R. Bigelow.....	New York.
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WYNDHAM R. BLACKFORD.....		Virginia.
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WILLIAM E. HANDY.....	Dr. C. M. Ford.....	Dist. of Col.
RANDOLPH C. HYATT, A. B.....	Prof. William Lee.....	New York.
WALTER H. ILLMAN.....		Pennsylvania.
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P. BRYSON WOOD.....	Dr. Wales.....	Maryland.
FRANCIS J. WOODMAN, A. B.....	Prof. William Lee.....	New Hampshire.
JOHN H. YARNALL.....	Dr. W. B. Tyler.....	Dist. of Col.

# STUDENTS IN

NAME.	RESIDENCE.	SCHOOLS.	
		ENGLISH.	GREEK.
ALDEN H. ALVORD.....	Washington, D. C..	Soph .....	Soph .....
A. J. ASHBURN.....	Washington, D. C..	Jun .....	Jun .....
SAMUEL BRECK, Jr.....	St. Paul, Minn.....	Sen.....	.....
WILBUR BROWN.....	Washington, D. C..	Fresh .....	Fresh ....
EDWARD L. BUCKEY....	Georgetown, D. C..	Sen.....	Sen.....
NORVAL L. BURCHELL..	Washington, D. C..	Soph .....	Soph .....
CHARLES H. BUTLER....	Washington, D. C..	Jun . .....	Jun .....
SAMUEL R. CHURCH.....	Washington, D. C..	Fresh.....	Fresh ....
CHARLES R. CLEAVES...	Washington, D. C..	Soph .....	.....
HARRY D. COCHRAN....	Washington, D. C..	Fresh .....	.....
GEORGE COOK.....	Washington, D. C..	Fresh., Soph.	.....
HARRY T. DAVIS.....	Washington, D. C..	Soph .....	Soph .....
EDWARD L. DENT.....	Georgetown, D. C..	Jun .....	.....
MOOR S. FALLS.....	Washington, D. C..	Fresh .....	.....
LUTHER S. FRISTOE.....	Washington, D. C..	Jun .....	Soph .....
CHARLES H. GARDNER..	St. Augustine, Fla..	Fresh .....	Fresh ....
CLIFFORD C. GOODWIN..	Washington, D. C..	.....	.....
HENRY T. HARRIS.....	St. Augustine, Fla..	Soph .....	Fresh ....
WILLIAM A. HEDRICK	Georgetown, D. C..	Fresh .....	Fresh ....
HOWARD L. HODGKINS..	Washington, D. C..	Soph .....	Soph .....
ANGIER B. HOBBS.....	Washington, D. C..	Fresh .....	Fresh ....
ANTHONY JANUS, Jr.....	Washington, D. C..	Sen.....	Sen.....
STEPHEN I. JANUS.....	Washington, D. C..	Fresh .....	.....
ARTHUR L. KEENE.....	Brightwood, D. C..	Jun .....	Jun .....
E. W. KEYSER.....	Washington, D. C..	Fresh .....	.....
EDSON A. LOWE.....	Washington, D. C..	Jun .....	Jun .....
J. ELVANS MAYFIELD...	Georgetown, D. C..	Soph .....	Soph .....
HENRY MEIER.....	Washington, D. C..	Jun .....	.....
JAMES D. OSBORN.....	Columbus, Ohio.....	Fresh .....	.....
FREDERICK R. PARKS...	Washington, D. C..	Soph .....	.....

# THE COLLEGE.

## SCHOOLS.

LATIN.	MODERN LANGUAGES.		MATHEMATICS.	NATURAL SCIENCE.	PHILOSOPHY
	FRENCH.	GERMAN.			
Soph .....	Soph .....	Soph .....	Soph .....	Soph .....	.....
Jun .....	Jun .....	Jun .....	Soph .....	Jun .....	Jun .....
.....	.....	Jun .....	Sen .....	Sen .....	Sen .....
Fresh .....	Fresh .....	Fresh .....	Fresh .....	.....	.....
Sen .....	.....	.....	Sen .....	Sen .....	Sen .....
Soph .....	Soph .....	Soph .....	Soph .....	Soph .....	.....
Jun .....	Sen .....	Jun .....	Jun .....	Jun .....	Jun .....
Fresh .....	Fresh .....	.....	.....	.....	.....
Soph .....	Soph .....	Soph .....	.....	Soph .....	.....
.....	Fresh .....	Fresh .....	Fresh .....	Soph., Jun.	.....
Fresh .....	.....	Fresh .....	Fresh .....	Soph .....	.....
Soph .....	Soph .....	Soph .....	.....	Soph .....	.....
.....	Jun., Sen	Jun .....	Jun .....	Jun .....	Jun .....
.....	Fresh .....	Fresh .....	.....	Soph., Jun.	.....
Soph .....	Jun .....	Jun .....	Jun .....	Jun .....	Jun .....
Fresh .....	Fresh .....	Fresh .....	Fresh .....	.....	.....
.....	.....	.....	.....	Jun., Sen.	.....
Fresh .....	Fresh .....	Fresh .....	Soph .....	Soph., Jun.	.....
Fresh .....	Fresh .....	Fresh .....	Fresh .....	.....	.....
Soph .....	Soph .....	Soph .....	Soph .....	Soph .....	.....
Fresh .....	Fresh .....	Fresh .....	Fresh .....	.....	.....
Sen .....	.....	.....	Sen .....	Sen .....	Sen .....
.....	Fresh .....	Fresh .....	Fresh .....	Soph., Jun.	.....
Jun .....	Sen .....	Jun .....	Jun .....	Jun .....	Jun .....
Fresh .....	Fresh .....	Fresh .....	Fresh .....	.....	.....
Jun .....	Sen .....	Jun .....	Jun .....	Jun .....	Jun .....
Soph .....	Soph .....	Soph .....	Soph .....	Soph .....	.....
.....	.....	.....	Sen .....	Sen .....	Sen .....
Fresh .....	Fresh .....	.....	Fresh .....	Soph .....	.....
Fresh .....	Soph .....	Soph .....	Soph .....	Jun .....	.....

## STUDENTS IN

NAME.	RESIDENCE.	SCHOOLS.	
		ENGLISH.	GREEK.
CHARLES C. POE.....	Washington, D. C..	Soph .....	.....
MASON N. RICHARDSON.	Washington, D. C..	Soph .....	Soph .....
HARRY L. REYNOLDS....	Norwich, Conn.....	Jun .....	Soph .....
REXFORD M. SMITH.....	Washington, D. C..	Soph .....	.....
FRANK W. STOCKSTILL..	Washington, D. C..	Fresh .....	.....
THEODORE TALLMADGE.	Washington, D. C..	Fresh .....	Fresh ....
A. G. TOUCEDA.....	Washington, D. C..	Sen.....	Sen.....
ORLANDO G. WALES.....	Washington, D. C..	Jun .....	.....
PHILIP G. WALES.....	Washington, D. C..	Sen.....	Sen.....

COLLEGE STUDENTS.....39.

# THE COLLEGE.

## SCHOOLS.

LATIN.	MODERN LANGUAGES.		MATHEMATICS.	NATURAL SCIENCE.	PHILOSOPHY
	FRENCH.	GERMAN.			
Soph .....	Soph .....	Soph .....	Soph .....	.....	.....
Soph .....	Soph .....	Soph .....	Soph .....	Soph .....	.....
Soph .....	Jun .....	Jun .....	.....	Jun .....	Jun .....
.....	Jun .....	.....	Fresh .....	Soph .....	.....
.....	Fresh....	Fresh ....	Fresh .....	Soph., Jun.	.....
Fresh .....	.....	.....	Fresh .....	.....	.....
Sen. ....	.....	Jun .....	Jun .....	Sen.. ....	Sen.. ....
Fresh .....	Fresh....	Fresh ....	So: h .....	.....	.....
Sen .....	Fresh., Soph., Jun.	.....	Sen .....	Sen .....	Sen .....

## STUDENTS IN THE PREPARATORY SCHOOL.

<i>Name.</i>	<i>Class.</i>	<i>Residence.</i>
William C. Alvord.....	Second.....	Washington, D. C.
Edward H. Andrews.....	First .....	Washington, D. C.
William W. Ayres.....	Fourth.....	Washington, D. C.
Robert P. Bigelow.....	Second.....	Washington, D. C.
Joseph B. Bloss.....	Fourth.....	Mt. Pleasant, D. C.
J. Allen Boteler.....	Third.....	Washington, D. C.
George M. Buckey.....	Fourth.....	Georgetown, D. C.
Frederick L. Burnett.....	Second.....	Terre Haute, Ind.
J. Miller Carson.....	First.....	Washington, D. C.
Harry L. Chapplear.....	First.....	Georgetown, D. C.
Frank Cranford.....	Fourth.....	Washington, D. C.
John F. Culver.....	Second.....	Washington, D. C.
John W. Darby, Jr.....	First.....	Sellman's, Md.
I. Thomas Davis, Jr.....	First.....	Georgetown, D. C.
M. Blair Domer.....	Second.....	Washington, D. C.
Raymond S. Donaldson.....	Second.....	Washington, D. C.
Addison G. Dubois.....	Second.....	Washington, D. C.
Elmer M. Dunn.....	First.....	Washington, D. C.
George C. Edie.....	Fourth .....	Washington, D. C.
Edwin S. Exley.....	Fourth.....	Mt. Pleasant, D. C.
Joseph G. Falck.....	First.....	Washington, D. C.
Peter E. Force.....	Fourth .....	Washington, D. C.
Albert D. Gilson.....	Third .....	Washington, D. C.
Harry W. Gilmore.....	Second .....	Washington, D. C.
John T. Given, Jr.....	Third.....	Washington, D. C.
Samuel Hall.....	Second .....	Georgetown, D. C.
Charles B. Hanford.....	First.....	Washington, D. C.
Mountjoy B. Hanson.....	Second.....	Washington, D. C.
Edwin B. Hartley.....	Third.....	Georgetown, D. C.
Henry B. Hedrick.....	Second.....	Georgetown, D. C.
J. Bartlett Hills.....	First.....	Washington, D. C.
Percy B. Hills.....	Second.....	Washington, D. C.
Adolph A. Hoehling, Jr.....	Fourth .....	Washington, D. C.
R. Arthur Hooe, Jr.....	Second.....	Washington, D. C.
Walter W. Horner.....	Fourth.....	Washington, D. C.
Edward S. Hosmer.....	First.....	Washington, D. C.
James E. Hoy.....	Fourth.....	Washington, D. C.
Albert E. Hyde.....	Second.....	Washington, D. C.
Edward C. Ker.....	Third.....	Washington, D. C.
Henry T. Knight.....	Fourth .....	Washington, D. C.
Frederick E. Lathrop.....	Fourth.....	Washington, D. C.
Frank Leech.....	Fourth.....	Washington, D. C.
F. Benjamin Libbey.....	Third.....	Georgetown, D. C.
Lee D. Lodge.....	First.....	Darnestown, Md.

Robert L. Lynch.....	Third.....	Washington, D. C.
Clarence E. McCoy.....	Fourth.....	Washington, D. C.
Somervell Marbury.....	First.....	Georgetown, D. C.
William Marbury.....	Third.....	Georgetown, D. C.
Arthur S. Mattingly.....	Third.....	Washington, D. C.
Frank D. Merchant.....	Second.....	Washington, D. C.
Harral Mulliken.....	Fourth.....	Washington, D. C.
Henry D. Nourse.....	First.....	Georgetown, D. C.
Thomas C. Noyes.....	Third.....	Washington, D. C.
William M. Offley.....	Second.....	Washington, D. C.
James Philips.....	Fourth.....	Washington, D. C.
Charles D. Rhodes.....	Second.....	Washington, D. C.
Gustavus T. Riley.....	Second.....	Washington, D. C.
Robert F. Rogers.....	First.....	Washington, D. C.
William K. Rogers, Jr.....	Second.....	Washington, D. C.
William S. Roose, Jr.....	Second.....	Washington, D. C.
George W. Scala.....	Fourth.....	Washington, D. C.
Frederick Schafhirt.....	First.....	Washington, D. C.
John P. Shepperd.....	First.....	Georgetown, D. C.
Raleigh Sherman.....	First.....	Washington, D. C.
William F. Shute.....	Third.....	College Hill, D. C.
John P. Slaughter.....	First.....	Washington, D. C.
Carroll W. Smith.....	First.....	Uniontown, D. C.
Harry W. Smith.....	Second.....	Georgetown, D. C.
Frank H. Stephens.....	First.....	Washington, D. C.
J. Bradley Tanner.....	Third.....	Washington, D. C.
Ernest G. Thompson.....	Fourth.....	Washington, D. C.
George R. Thompson.....	Fourth.....	Washington, D. C.
Harry L. Thompson.....	Fourth.....	Washington, D. C.
Harry C. Vance.....	Fourth.....	Washington, D. C.
William H. Walker.....	Second.....	Washington, D. C.
Robert E. L. White.....	First.....	Brightwood, D. C.
Lewes D. Wilson.....	First.....	Washington, D. C.
William H. Wilson.....	Third.....	Charlestown,
		W. Va.
William V. Witcher.....	First.....	Barboursville,
		W. Va.
Edwin S. York.....	First.....	Washington, D. C.

PREPARATORY STUDENTS.....80.

#### RECAPITULATION.

LAW STUDENTS.....	181
STUDENTS OF MEDICINE.....	43
COLLEGE STUDENTS.....	39
PREPARATORY STUDENTS.....	80

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AGGREGATE.....343

## LAW SCHOOL.

The Law School of The Columbian University is held in the Law Building, situated on Judiciary Square, Fifth street, between D and E streets.

### ADMISSION.

The course of study is adapted to graduates of colleges, and to any who have attained a sufficient discipline of their mental powers. All, however, who desire, are admitted to the recitations and lectures of the School, it being understood that their graduation will depend on their success in mastering the daily exercises and in passing the final examinations. No one is admitted as a candidate for graduation in the Senior Class who has not spent one year either at this or some other Law School, or performed a corresponding amount of study under some approved attorney.

### SESSIONS.

The entire course of study in the undergraduate department embraces two years. The annual session begins on the second Wednesday in October and ends on the Tuesday next before the second Wednesday in June. The exercises of the School are all held after the usual office hours, which close at 4 o'clock, thus giving to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

### COURSE OF INSTRUCTION.

The School is divided into two classes, a Junior and a Senior.

#### *Junior Class.*

PROF. COX.

The instructor of the Junior Class, aiming to secure for his pupils as thorough and accurate a knowledge of the law of *real and personal*

*property, of contracts and of crimes and misdemeanors*, as it is possible for them to attain within the brief period of a scholastic year, places in their hands successively, *Blackstone's Commentaries*, *Kent's Commentaries*, *Parsons on Contracts*, and *Byles on Bills*, as text-books to be carefully read and studied by them. He meets the class on Monday, Wednesday, and Friday of each week. For each meeting a lesson of moderate length is assigned, and the lesson for the evening forms the subject of his lecture. In his lecture he reviews, illustrates, and simplifies, as far as he can, the teachings of the lesson; shows how far and in what particulars, the law contained in it has been repealed or modified, either by English or American statutes, or by the American common law; and tries to remove the doubts and uncertainties that are apt to trouble and perplex those entering for the first time upon the study of law. And to insure a careful reading of the lesson, and proper attention to his lecture, he, at the close of the latter, questions the class upon the important points of each; and, by his catechetical analysis, reproduces, and impresses upon the memories of his pupils, the teachings of both lesson and lecture.

### *The Senior Class.*

PROF. MAURY.

The students of the Senior Class meet the Professor charged with their especial instruction on Tuesday, Thursday, and Saturday of each week, and while pursuing the special studies of the Senior course are required to attend the recitations and lectures of the Junior year, that they may be thoroughly grounded in the law of real and personal property and of contracts.

The special studies of the Senior year begin with Common Law Pleading, in which Stephen on Pleading, as edited by Tyler, is used as the text-book of the class. Next follow instructions on the Law of Evidence, with the first volume of Greenleaf on Evidence as a manual. To these succeed instructions in Equity Jurisprudence and Equity Pleading and Practice—Smith's Manual of Equity, and Mitford and Tyler's Pleadings and Practice in Equity being the text-books used under these heads. The closing part of the course is occupied with the Law of Partnership considered in itself

and in its relations to remedies afforded in Courts of Equity. And because of their especial character, lectures are given on the remedies, Ejectments, Quo Warranto, Scire Facias, and Mandamus, as also lectures, by way of review, on Pleading and on Evidence, delivered at the close of the whole course.

The method of instruction pursued in this class is as follows: A lesson comprising a certain number of pages in the text-book is assigned to the class, and on the subject-matter of this lesson the Professor at his next meeting lectures according to the requirements of the case. At the next meeting he examines the class on the text and lecture of the preceding meeting—using for this purpose carefully written questions, and calling up indiscriminately the members of the class. In this way the students are trained to reproduce with readiness and accuracy the principles they have learned both from the text-books and the Lectures of the Professor.

### SPECIAL FACILITIES.

The City of Washington furnishes special facilities for the law student as well as for the general scholar. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern. Besides the local courts, both of criminal and civil jurisdiction, the sessions of the Supreme Court are valuable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities open to persons desirous of general improvement.

### EXAMINATION AND GRADUATION.

All candidates for graduation are required to pass a general examination, at the end of their course, on all the studies of the two years, in the presence of the Faculty and of such committee as the Trustees of the University may appoint. This examination is conducted upon printed questions, which are answered by each student in writing.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who,

on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examination in all the studies of both the Junior and Senior classes.

The time spent in the Law School of the University is counted as part of the period of study required for admission to the bar of the Supreme Court of the District of Columbia.

### PRIZES.

Three prizes, one of forty dollars, one of thirty dollars, and one of twenty dollars, are annually given to the respective authors of the best three essays among all those handed in by such members of the Senior class as shall compete for them, and shall pass a successful examination for the degree of Bachelor of Laws. The prizes are awarded by the regular professors of the School.

### COMMENCEMENT.

The degrees are publicly conferred, and the prizes publicly delivered, at the Annual Commencement of the Law Department when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for that purpose.

### EXPENSES.

The entire charge for tuition, lectures, and all facilities of the School, is *eighty dollars* for a single year, or *one hundred and fifty dollars* for two scholastic years, payable in advance, half yearly, or in monthly instalments at the option of students. Students desiring to devote three years or more to the preparation for graduation may have this privilege by the payment of *two hundred dollars* for the entire course. If a student shall, for any cause, intermit the studies of either his first or his second year at any point before graduation, the payments he may have made during either or both of these years will not work exemption from the regular monthly dues of any subsequent year on which he may attend the School; but it shall always be open to him to profit by the benefits of the three-years' rule. A charge of *two dollars* is made for diplomas. Students from abroad can secure board at prices as reasonable as in any other city. Those who wish to do so can occupy rooms in the College building at a charge of *forty dollars* per year for room rent.

Graduates of the school are admitted to all lectures of the undergraduate course in subsequent years without charge.

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## Post-Graduate Course in Practice.

A Post-Graduate course of instruction in Common Law Practice, and in Equity Pleadings and Practice, designed to show the application of the principles of law to the transaction of business life and to the actual proceedings of courts, is conducted by Professors Cox and Maury, as a supplement to the undergraduate course of the Law School.

In the Common Law Branch the students use a work on Practice prepared by Professor Cox, after which they are exercised in the conduct and trial of causes, and thus taught to apply their theoretical learning in pleadings, practice, and evidence. In connection with this course, it is intended that they shall also study some such work as Archibald's *Law of Nisi Prius*. During more than half the term the exercises will be those of a *Nisi Prius* Moot Court.

In the Equity Branch the students will be instructed in the general principles of equity pleadings, and in the mode of conducting an equity cause. The text-book employed will be Mitford and Tyler's *Equity Pleadings and Practice*.

Candidates for admission to the Post-Graduate course will be required to furnish evidence that they have been diligent and successful students of law for the term of two years. Diplomas of respectable law schools, certifying that their holders have been graduated after such a term of study, will be received as evidence of qualification for admission to the course. At the end of the course all such students who shall sustain a satisfactory examination in its instruction and exercises will be entitled to a diploma admitting them to the degree of Master of Laws. Students who have pursued a two-years' term of study in a lawyer's office will also be admitted to the course, on presenting a certificate of the fact from a lawyer under whose direction they may have studied; but such students

if aspiring to the degrees of Master of Laws, will be required, as the condition of receiving it, to sustain a satisfactory examination for the degree of Bachelor of Laws as well as for the degree of Master of Laws.

The tuition fee for this course, covering a period of nine months, is \$25.

## LECTURES ON CRIMINAL LAW.

An extraordinary course of Lectures on Criminal Law is delivered in the Post-graduate Department of the School by the Hon. Alexander B. Hagner, LL. D., Associate Judge of the Supreme Court of the District of Columbia. The last edition of Wharton's work on Criminal Law is adopted as the text-book, and the Lectures follow the general method of the author. Their design is to explain, by illustrations, the practical application of the principles of the system, and to point out the distinctions arising from local statutes and decisions.

The Lectures of this course are delivered on Thursday evening of each week, and the special fee for the entire course is \$10.

## THE MEDICAL SCHOOL.

The building in which this School holds its sessions was given to the University through the munificence of WILLIAM W. CORCORAN, LL. D., and is situated on H street, between Thirteenth and Fourteenth streets, in Washington.

The School is furnished with a museum containing a valuable collection, and is also provided with other appointments suitable for purposes of medical, anatomical, and surgical study.

The plan of instruction comprises a complete course of scholastic lectures on the seven essential branches of medical science, viz: Anatomy, Physiology, Materia Medica, Chemistry, Surgery, Obstetrics, and the Theory and Practice of Medicine, by which the student becomes thoroughly versed in the *principles* of his profession; and, conjoined with this, ample opportunities will be afforded for bedside instruction, by which the general principles taught in the lecture-room can be verified, illustrated, and *practically applied*, under the immediate observation of the student. In this latter particular no pains will be spared to render him perfectly familiar with the various modes of examining patients, analyzing symptoms, and arriving at a correct diagnosis and prognosis of any case that may be presented. In like manner he will learn the art of prescribing medicines and of observing their effects, the mode of performing surgical operations, &c. Thus every facility will be provided, so far as education is concerned, necessary to render him at last a competent practitioner of medicine. In addition to full sets of diagrams to illustrate the subjects considered by the several Chairs, the College has provided a Sciopticon or Lantern, which enables the Lecturer to give the class faithful and exact (photographic) views of both normal and pathological structures.

Practical laboratory instruction will be given during the session in Experimental Physiology, Normal and Pathological Histology, and Chemistry.

The laboratory has been supplied with microscopes and with the necessary appliances for the study of these subjects.

The course in Experimental Physiology and Histology is open to students during the first and second years of their tuition, and the course in Pathological Histology to third-year students only.

A Spring Course of Lectures has also been established, beginning in April of each year, and which comprehends Lectures on special subjects, hospital clinics and practical instruction in the branches taught during the winter term. This course is free of charge to matriculants of the College.

### CLINICAL INSTRUCTION.

The opportunities for clinical instruction in the city of Washington have of late years increased in proportion to its augmented population and growing business activity. Providence Hospital, Columbia Hospital for Women, the Children's Hospital, the Washington Asylum, and the Freedmen's Hospital, together with the various Dispensaries in the city, present abundant facilities for the practical study of disease. Those members of the Faculty holding hospital positions will give notice of their respective clinical programmes at the commencement of the session.

### PRACTICAL ANATOMY.

The Dissecting-Room, newly constructed in the most approved style, is large and thoroughly ventilated. It is amply supplied with gas-light, water, and everything that can contribute to the convenience and comfort of the student. The room is open during the day, and in the evening until 11 P. M., under the direction of the Demonstrator of Anatomy, who will always be present in the evening to give his personal attention to the classes and properly instruct them while conducting their dissections.

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## General Sketch of the Several Lecture Courses.

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### SURGERY.

PROF. J. FORD THOMPSON.

The principles and practice of Surgery will be taught from this Chair, both by didactic lectures and clinical instruction. Orthopedic Surgery and Diseases of the Genito-Urinary system will be included

in this course. Regular clinics will be held during the term at Providence Hospital, where every facility will be afforded to the class for witnessing surgical operations. At the College, also, operations will be performed upon the *cadaver*, and the use of all important surgical instruments and appliances will be demonstrated in the same manner. A fine collection of colored models, life-size, and illustrating surgical anatomy, will be used in the surgical course.

## THEORY AND PRACTICE OF MEDICINE.

PROF. W. W. JOHNSTON, ONE OF THE ATTENDING PHYSICIANS TO  
THE CHILDREN'S HOSPITAL.

The course of instruction in this department will, it is hoped, impress upon the memory of the student the facts and principles of pathology, and supply him with the knowledge necessary for the recognition and treatment of disease.

The study of diseased tissue will always be made a prelude to that of disturbed function, and the relations of the one to the other will be fully developed. In furtherance of this plan, and in addition to the frequent use of diagrams and morbid specimens, microscopic teaching will be constantly employed to supplement the descriptive details of the lectures.

Dr. Acker, in connection with this Chair, will conduct a special course of instruction in pathological histology.

## OBSTETRICS AND THE DISEASES OF WOMEN AND CHILDREN.

PROF. A. F. A. KING.

This course will comprise a series of lectures on the science and practice of midwifery, together with additional lectures on Gynecology. The lectures on Obstetrics will be illustrated by an elaborate collection of life-sized diagrams, natural preparations, and *papier maché* models, exhibiting the anatomy and physiology of reproduction in all its stages. The mechanism and practical management of natural and preternatural labors will be demonstrated on appropriate manikins, and obstetrical instruments of all kinds will be exhibited, and their uses fully explained.

The department of Gynecology, which has of late attained so great a prominence in medical practice, will be thoroughly taught, both as regards theory and practice; and all instrumental and other appliances required in treating the diseases of females will be presented. A complete assortment of instruments and a collection of colored diagrams are employed in the instructions of this department.

## CHEMISTRY AND TOXICOLOGY.

PROF. EDWARD T. FRISTOE.

The instruction of this department embraces—

1st. A short discussion of the various branches of Physics, as Specific Gravity, Pneumatics, Heat, Light, Electricity, &c., so far as they can relate to the science of Chemistry.

2d. The principles of chemical philosophy, the laws of chemical combinations, and of chemical affinity in general.

3d. A discussion of the elementary bodies, both metallic and non-metallic, the best methods of preparing the various inorganic bodies, their properties and reactions, and the means of detecting their presence.

4th. The so-called “organic bodies” will be considered as far as time will permit, especially those most useful to the physician, such as organic acids and their salts, the alkaloids, &c.

Throughout the entire course the application of Chemistry to Medicine and Pharmacy will be constantly brought before the student.

Special attention is given to Toxicology. Every poison is studied, so far as the tests for its presence and appropriate antidotes are concerned.

The principles of the science are abundantly illustrated by experiments.

## PHYSIOLOGY.

PROF. WILLIAM LEE.

This course of lectures will consist of a full, clear, and practical exposition of Physiology, aided as far as possible by chemical experiments, diagrams, and use of the microscope. The more fully to impress upon the memory of the student the important principles embraced in this valuable part of his curriculum, reviews will be held from time to time in the form of class examinations. The course will be confined strictly to Physiology, with a view to cover fully the whole ground occupied by this branch.

Dr. C. A. Hoover will aid the Chair of Physiology by experimental demonstrations, including a systematic course of lessons in histology. In this course each student will have the opportunity to become familiar with the use of the microscope and with the minute anatomy of the tissues and organs of the body.

## ANATOMY, DESCRIPTIVE AND SURGICAL.

ELLIOTT COUES, M. D., PH. D.

These lectures will be arranged to render the didactic instruction in descriptive and surgical anatomy as full and complete as the limits of the session will allow. The course will include the necessary elements of normal histology and comparative anatomy, and the aim will be to impart those scientific principles of Anatomy which are not usually given

in the text-books, and which are ordinarily learned in the dissecting-room, thus rendering the lectures complementary to the other sources of information of which the student may avail himself. Examinations will be conducted as heretofore throughout the session.

The Demonstrator of Anatomy will give his personal attention to the student in the dissecting-room and will assist the lecturer as occasion may suggest.

## MATERIA MEDICA AND THERAPEUTICS.

PROF. D. WEBSTER PRENTISS.

In the course of instruction pertaining to this Chair, especial prominence will be given to the physiological action of medicines and their therapeutic uses.

The art of prescribing will have a place in the consideration of individual drugs, particularly with reference to appropriate combinations, much of the success of the practitioner depending upon the practical application of his knowledge in the sick room.

The value of a knowledge of Pharmacy and of the Natural History and Chemical relations of the *Materia Medica* is not overlooked, but time does not admit of their being considered in great detail in the lecture room. They are rather proper subjects for recess study.

## TEXT-BOOKS AND WORKS OF REFERENCE.

**ANATOMY.**—Gray's Anatomy ; Hodge's or Holden's Dissector ; Sharpey & Quain's Anatomy ; Stricker's Histology.

**SURGERY.**—Gross' System of Surgery ; Erichsen and Druitt.

**MATERIA MEDICA.**—National Dispensatory ; Wood's Therapeutics ; Riley's *Materia Medica* ; Fothergill's Handbook of Treatment.

**CHEMISTRY.**—Bloxam's ; Fowne's ; Barker's or Atfield's Chemistry ; Bowman's Medical Chemistry ; Witthaus' Essentials of Chemistry ; Wheeler's Medical Chemistry ; and Taylor's Toxicology.

**OBSTETRICS.**—Leishman's, Hodge's or Playfair's Obstetrics ; Thomas, or Barnes on Diseases of Women ; J. Lewis Smith, or Meigs & Pepper on Diseases of Children ; Skene on Diseases of the Female Bladder and Urethra.

**PHYSIOLOGY.**—Dalton's ; Flint's Physiology ; Foster & Langley's Practical Physiology ; Rutherford's Practical Histology.

**PRACTICE OF MEDICINE.**—Robert's, Bristoe's, Flint's, or Niemeyer's Practice.

**PATHOLOGICAL ANATOMY AND HISTOLOGY.**—Green ; Wilks and Moxon ; Frey's Histology ; Rindfleisch's Pathological Histology ; Cornil and Ranvier.

## REQUIREMENTS FOR GRADUATION.

I. Candidates for the degree of Doctor of Medicine must have attended three courses of lectures, the subjects to be arranged as follows :

**FIRST YEAR :** Anatomy, Physiology, Chemistry and *Materia Medica*, Practical Anatomy and Histology.

SECOND YEAR: Anatomy, Physiology, Chemistry and Materia Medica. Practice of Medicine, Surgery, and Obstetrics. Histology, Practical Anatomy. Clinics.

Examination at the end of second year in Anatomy, Physiology, Chemistry and Materia Medica.

THIRD YEAR: Practice of Medicine, Surgery, Obstetrics, and Pathological Histology. Clinical Medicine and Surgery. Final examination at the end of this course.

II. Students of other Institutions who have attended one course of lectures in a regular medical school, will be placed upon the same footing with those who have attended one course in this College; and those who have attended two courses of lectures in some other regular College, or Colleges, will rank with those who have attended two courses in this Institution, and the same privilege as regards examination will be extended to them.

III. Candidates for graduation must have studied medicine three years, or the term of three years' study must be completed at a date not exceeding three months after the period of the final examination. They must be of good moral character and at least twenty-one years of age.

Satisfactory evidence that the above conditions have been complied with must be furnished by written certificate from some regular physician in good standing.

IV. The candidate shall have dissected at least two sessions, and have attended two courses of clinical instruction.

V. One month before the close of the session he shall enter his name with the Dean of the Faculty as a candidate for graduation and deliver to him an Inaugural Thesis upon some medical subject written in his own handwriting. (The examinations to which he will be submitted are held in March and September of each year. The diploma is granted only at the annual commencement in March.)

#### FEES, REGULATIONS, &C.

The Annual Session begins on the first Monday of October and ends on the third Thursday of March.

The entire expense for a Full Course of Lectures by all the

Professors is.....	\$135 00
Single Tickets.....	20 00
Practical Anatomy, by the Demonstrator.....	10 00
Matriculating Fee, payable only once.....	5 00
Graduating expenses.....	30 00

No charge made for Clinical Lectures.

The student is required to pay but twice for the ticket of each professor ; succeeding attendance is *free of expense*.

No charge will be made for the courses of Practical Instruction in the Laboratory on Chemistry, Physiology and Histology, nor for Clinical Lectures.

Graduates of other accredited Medical Colleges after three years are required to matriculate only. Prior to the expiration of three years, the fee for a general ticket is \$50.

At the end of the term two prizes will be given—a General Examination prize of fifty dollars, and a Thesis prize of twenty-five dollars.

Students requiring further information are requested to communicate with the Dean of the Faculty,

A. F. A. KING, M. D.,  
726, 13th Street, Washington, D. C.

## THE COLUMBIAN COLLEGE.

The regular course of instruction given in this Department is comprised in seven schools, as follows :

I. SCHOOL OF ENGLISH : including English Philology, English Literature, Rhetoric, Logic, Elocution, General History, and Anglo-Saxon.

II. SCHOOL OF GREEK : including the Greek Language and Literature, and the History of Greece.

III. SCHOOL OF LATIN : including the Latin Language and Literature, and the History of Rome.

IV. SCHOOL OF MODERN LANGUAGES : including the French and German Languages and Literatures, with the History of France and Germany.

V. SCHOOL OF MATHEMATICS : including Pure Mathematics, Mechanics, and Astronomy.

VI. SCHOOL OF NATURAL SCIENCE : including Physics, Chemistry, and Natural History.

VII. SCHOOL OF PHILOSOPHY : including Mental and Moral Philosophy, Political Philosophy, and the Philosophy of History.

### SCHOOL OF ENGLISH.

PROFESSOR SHUTE.

There are four classes in this school.

Freshman Class.—Instruction is given in the grammatical forms of the English language, its structure, and its idiomatic character ; also in reading, elocution, and composition.

Text-Book : Fowler's English Language.

Sophomore Class.—Instruction is given in the fundamental principles of style and invention, mainly in their rhetorical, and incidentally in their logical aspects. Instruction is given in elocution and composition ; also, in the general outlines of English and American history.

Text-Books : Hill's Science of Rhetoric ; Whately's Rhetoric ; Smith's Student's Hume ; Eliot's History of the United States.

Junior Class.—Instruction is given in the principles of pure and applied logic, and application of these principles is required in analyzing and reconstructing ordinary forms of argumentation in select authors. Instruction is also given as to the origin, development, and present powers of the language; also, in the biography, times, and works of the best English writers.

Text-Books: Jevons' *Logic*; Thomson's *Outlines of the Laws of Thought*; Shepherd's *English Language*; Shaw's *English Literature*.

Declamation and composition are required.

Senior Class.—Instruction is given in Anglo-Saxon and Early English, with select readings from the Anglo-Saxon Gospels, *Beowulf*, *Ormulum*, and Chaucer.

Text-Books: Shute's *Manual of Anglo-Saxon*; Corson's *Handbook of Anglo-Saxon and Early English*; March's *Anglo-Saxon Grammar*.

Essays and original orations are required through the year.

The Anglo-Saxon being an optional study, is not required for a degree.

## SCHOOL OF GREEK.

PROFESSOR HUNTINGTON AND PROFESSOR DAVIS.

In this School instruction is given in the Greek language and Literature, and in Greek History. The School embraces four classes: Freshman, Sophomore, Junior, and Senior, with the following text-books:

1. In the Freshman Class: Xenophon's *Anabasis*; Homer's *Iliad*; Goodwin's and Hadley's *Greek Grammar*; Boise's *Exercises in Greek Syntax*; and Smith's *History of Greece*.

2. In the Sophomore Class: Herodotus or Thucydides; Xenophon's *Memorabilia*; Hadley's *Greek Grammar*; *Exercises in Greek Composition*.

3. In the Junior Class: Sophocles, Euripides, and Demosthenes.

4. In the Senior Class: Plato.

Lectures are given to the higher classes on Greek Literature.

Frequent exercises are assigned to the classes in rendering into Greek English translations from Greek authors.

Liddell and Scott's *Greek Lexicon*; Kühner's *Greek Grammar*; Findlay's or Long's *Classical Atlas*, and Smith's *Greek and Roman Antiquities*, are recommended to students in all the classes.

## SCHOOL OF LATIN.

PROFESSOR HUNTINGTON AND PROFESSOR MONTAGUE.

In this School instruction is given in the Latin Language and Literature, and in Roman History. The School has four classes: the

Freshman, Sophomore, Junior, and Senior, with the following text-books:

1. In the Freshman Class : Ovid ; Livy ; Harkness' Latin Grammar and Latin Prose Composition ; and Liddell's History of Rome.
2. In the Sophomore Class : Cicero de Amicitia et de Senectute, and Horace.
3. In the Junior Class : Tacitus, Juvenal, and Terence, or Persius.
4. In the Senior Class : Quintilian.

Lectures are given to the classes on Roman Literature.

In the higher classes exercises in composition are continued by rendering into Latin English translations of passages from Latin authors.

Madvig's, Zumpt's, and Allen and Greenough's Latin Grammar, (in addition to Harkness',) Andrew's or White's Latin Lexicon, and Findlay's or Long's Classical Atlas, are recommended to students.

## SCHOOL OF MODERN LANGUAGES.

### PROFESSOR JANUS.

This School is divided into two Departments, the French and the German.

In the French Department there are three classes : the Freshman, the Sophomore, and the Junior.

A course of grammatical instruction, with oral and written exercises, is begun in the Freshman Class. Text-books : Keetel's Collegiate Course.

In the Sophomore Class attention is given to higher grammatical analysis, to French Literature, and especially to Conversation.

In the Junior Class portions of Classical French authors are read in connection with the foregoing exercises.

Candidates for the degree of A. M. write original French essays during the fourth year of their course.

In the German Department there are three classes : the Freshman, the Sophomore, and the Junior.

Freshman Class : The study of the language is begun in this class.

Students are drilled in the grammatical principles of the language, in Reading and in Conversation.

Text-Book : Otto's Conversation Grammar.

Sophomore Class : The study of the Grammar is continued throughout the year in this class also.

Text-Books : The Grammar, and Goethe's Hermann und Dorothea.

Junior Class : Schiller's Jungfrau von Orleans, and Selections from Goethe.

Candidates for the degree of A. M. write original German essays during the fourth year of their course.

## SCHOOL OF MATHEMATICS.

PROFESSOR FRISTOE AND PROFESSOR GORE.

In this School are taught Pure Mathematics, Mechanics, and Astronomy.

There are four classes :

1. The Freshman, in which are taught Algebra and Plane and Solid Geometry, and Plane Trigonometry.  
Text-Books : Newcomb's and Thompson's Algebras ; Loomis' and Wentworth's Geometry.
2. The Sophomore, in which are taught Plane and Spherical Trigonometry and their application to Surveying, (with the use of Instruments,) and Analytical Geometry.  
Text-Books : Loomis' Trigonometry and Surveying, Wheeler's Trigonometry, and Olney's Analytical Geometry.
3. The Junior, in which are taught Differential and Integral Calculus, and their applications.  
Text-Books : Olney's or Todhunter's Calculus.
4. The Senior, in which are taught Mechanics and Astronomy.  
Text-Books : Todhunter's and Smith's Mechanics, and Newcomb's Astronomy.

## SCHOOL OF NATURAL SCIENCE.

PROFESSOR FRISTOE.

This School is divided into three classes :

1. The Sophomore, in which are taught the various branches of Experimental Physics, viz : Hydrostatics, Hydrodynamics, Pneumatics, Acoustics, Heat, Light, and Electricity.  
Text-Books : Avery's Natural Philosophy, and Silliman's Natural Philosophy.
2. The Junior, in which are taught Inorganic and Organic Chemistry, embracing the Principles of Chemical Philosophy, the laws of Chemical Combination, the preparation of Elementary and Compound bodies, the methods of Analysis, Inorganic and Organic, the detection of Poisons, and the methods of counteracting their effects.  
Text-Books : Barker, Fowne and Attfield.
3. The Senior, in which are taught Natural History and Geology. The instruction under the former head comprises Botany, Zoology, and Physiology. In Geology, the Physical Characters of the Earth as it now exists are first studied, then its History and Changes, and lastly, the causes that have produced these Changes and their identity with existing causes.  
Text-Books : Dana's Mineralogy and Geology.

In this School students who have passed through the class in Chemistry can pursue, at their option, Qualitative and Quantitative Analysis, for which an extra fee of \$50 will be charged, and also a small charge for materials.

## THE SCHOOL OF PHILOSOPHY.

### THE PRESIDENT.

The special studies of this School are pursued in two Classes, the Junior and the Senior. In the Junior Class the attention of students is directed to the study of Moral Philosophy. The text-book used is Calderwood's *Hand-Book of Moral Philosophy*, accompanied with lectures on the history of theoretical ethics, from the days of the Grecian philosophers down to the present time. In this historical review special attention is called to the phases of English speculation under the head of Moral Philosophy, with a critical reference to the main points of controversy from age to age among the exponents of different schools.

In the Senior Class the study of Natural Theology and of Mental Philosophy is pursued under the direction of the President, who also during the current year will serve as acting Professor of Political Philosophy; the latter embracing Political Economy, Constitutional Law of the United States, and the elements of International Law. The text-books used in the study of Natural Theology are Paley's *Natural Theology* and Butler's *Analogy of Religion and Nature*, accompanied with lectures on the more modern aspects of the questions discussed under this head. The text-book used for the purposes of recitation on Mental Philosophy is Porter's *Intellectual Science*, accompanied with lectures on the history of speculative philosophy and of its leading schools in ancient times, during the Middle Ages, and since the Revival of Learning.

In the study of Political Economy the text-book used is that of Dr. Wayland, as recast by Chapin, with references to the treatises of Adam Smith, Malthus, Bastiat, Carey, Mill, Roscher and others. Cooley's *Principles of Constitutional Law*, and Gallaudet's *Manual of International Law* are used as text-books in the study of Political Philosophy.

A course of lectures is also delivered by the President to the Senior Class in this School on History, its sources, methods of study, elements of criticism, and its philosophy, with special critical references, under the last-named head, to the systems of Vico, F. Schlegel, Herder, Fichte, Schelling, Hegel, Bunsen, Guizot, Balmes, Buckle, Draper, and Lecky.

## CONSPECTUS OF STUDIES FOR THE DEGREE OF MASTER OF ARTS.

### FRESHMAN STUDIES, (FIRST YEAR.)

#### FIRST TERM.

*English*.—Fowler's English Language ; Composition ; Elocution.

*Greek*.—Xenophon's Anabasis, (Boise's or Kendrick's ;) Boise's Exercises in Greek Syntax ; Goodwin's and Hadley's Greek Grammar ; Smith's History of Greece.

*Latin*.—Ovid's Metamorphoses, (Andrews' or Allen and Greenough's edition ;) Harkness' Latin Prose Composition ; Harkness' Latin Grammar.

*Modern Languages*.—French : Keetel's Collegiate Course ; Leçons de Literature Française Classique. Oral and written Exercises.

German : Otto's Conversation Grammar.

*Mathematics*.—Synthetic Geometry, (Loomis' and Wentworth's ;) Weekly Original Exercises.

#### SECOND TERM.

*English*.—Fowler's English Language continued.

*Greek*.—Homer's Iliad, (Boise's edition ;) Hadley's Grammar and Boise's Exercises continued.

*Latin*.—Livy, (Lincoln's edition ;) Latin Prose Composition and Grammar continued ; Liddell's History of Rome.

*Modern Languages*.—Studies of the First Term continued.

*Mathematics*.—Algebra completed, (Loomis' revised or Newcomb's Algebra ;) Original Problems.

### SOPHOMORE STUDIES, (SECOND YEAR.)

#### FIRST TERM.

*English*.—Rhetoric, (Whately's ;) Composition ; Elocution ; English History, (Student's Hume.)

*Greek*.—Xenophon's Memorabilia, (Robbins' or Winan's edition ;) Exercises in Greek Composition continued.

*Latin*.—Cicero de Amicitia et de Senectute ; Exercises in Latin Composition continued.

*Modern Languages*.—French : Grammaire Française, (Noël et Chapsal ;) Sadler's and Williams' Exercises.

German : Otto's Conversation Grammar ; Goethe's Hermann und Dorothea.

*Mathematics*.—Plane and Spherical Trigonometry, (Wheeler's ;) Surveying and Navigation, (Schulyer's ;) Original Exercises.

*Natural Science*.—Physics, (Avery and Silliman.)

#### SECOND TERM.

*English*.—Hill's Science of Rhetoric ; Composition ; Elocution ; History of the United States, (Eliot's.)

*Greek*.—Herodotus or Thucydides ; Exercises in Greek Composition continued.

*Latin*.—Horace, (Lincoln's edition ; ) Exercises in Latin Composition continued.

*Modern Languages*.—French : Studies of the First Term continued.  
German : “ “ “ “

*Mathematics*.—Analytical Geometry, (Olney's ; ) Original Problems.

*Natural Science*.—Physics, (Avery and Silliman.)

## JUNIOR STUDIES, (THIRD YEAR.)

### FIRST TERM.

*English*.—Shaw's English Literature, (Smith's edition ; ) Jevons' Logic, Composition.

*Greek*.—Sophocles and Euripides : Lectures on History of Greek Literature ; Exercises in Greek Composition.

*Latin*.—Tacitus ; Lectures on History of Latin Literature ; Exercises in Latin Composition.

*Modern Languages*.—French : Molière and Pascal.

German : Selections from Schiller and Goethe.

*Mathematics*.—Differential Calculus, (Olney's or Todhunter's ; ) Original Exercises.

*Natural Science*.—Inorganic Chemistry, (Barker's or Attfield's.)

*Philosophy*.—Moral Philosophy, (Calderwood's.)

### SECOND TERM.

*English*.—Logic, (Thompson's Laws of Thought ; ) English Philology ; Composition ; Elocution.

*Greek*.—Demosthenes ; Lectures and Exercises continued.

*Latin*.—Juvenal, and Persius or Terence ; Lectures and Exercises continued.

*Modern Languages*.—French : Molière and Pascal ; Lectures on French Literature.

German : Schiller and Goethe ; Lectures on German Literature.

*Mathematics*.—Integral Calculus, (Olney's or Todhunter's ; ) Original Exercises.

*Natural Science*.—Organic Chemistry, (Fowne or Wheeler.)

*Philosophy*.—Calderwood's Moral Philosophy ; Lectures on History of Moral Philosophy.

## SENIOR STUDIES, (FOURTH YEAR.)

### FIRST TERM.

*English*.—Original Essays and Original Orations.

*Greek*.—Plato.

*Latin*.—Quintilian.

*Modern Languages*.—French : Original Essays.

German : Original Essays.

*Mathematics*.—Mechanics, (Smith or Todhunter.)

*Natural Science*.—Physiology, (Hutcheson or Huxley ; ) and Zoology.

*Philosophy*.—Natural Theology, (Paley and Butler;) Intellectual Philosophy (Porter's) begun; Political Philosophy, (Cooley;) History; Lectures on Sources, Methods of Study, and Principles of Criticism.

#### SECOND TERM.

*English*.—Original Essays and Original Orations.

*Greek*.—Plato.

*Latin*.—Quintilian.

*Modern Languages*.—French: Original Essays.

German: Original Essays.

*Mathematics*.—Astronomy, (Newcomb's.)

*Natural Science*.—Geology, (Dana's.)

*Philosophy*.—Intellectual Philosophy (Porter's) continued; Lectures on History of Philosophy.

Political Philosophy: Wayland's Political Economy and Gallaudet's International Law.

History: Lecture on Philosophy of History.

#### ELECTIVE STUDIES.

*English*.—The study of the Anglo-Saxon is optional, being open to students of any class, and not being required for a degree.

The text-books used in this study are as follows: Shute's Manual of Anglo-Saxon; March's Anglo-Saxon Grammar; Corson's Hand-Book of Anglo-Saxon and Early English.

*Natural Science*.—Qualitative and Quantitative Analysis.

## SCHEDULE OF LECTURES AND RECITATIONS.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
<b>SENIOR.</b> $\left\{ \begin{array}{l} 9\frac{3}{4}-10\frac{1}{4} \dots\dots\dots \\ 10\frac{1}{4}-11\frac{1}{4} \dots\dots\dots \\ 11\frac{1}{4}-12\frac{1}{4} \dots\dots\dots \\ 12\frac{1}{4}-1 \dots\dots\dots \\ 1\frac{1}{2}-2\frac{1}{2} \dots\dots\dots \end{array} \right.$	Int. Philosophy... Natural History... Anglo-Saxon... ..... .....	Int. Philosophy... Mechanics... Polit. Philosophy... Anglo-Saxon... .....	Int. Philosophy... Natural History... ..... ..... Elocution.....	Int. Philosophy... Mechanics... Polit. Philosophy... .....	Int. Philosophy... Greek or Latin... ..... .....	Philos. of History... Mechanics... ..... .....
<b>JUNIOR.</b> $\left\{ \begin{array}{l} 9\frac{3}{4}-10\frac{1}{4} \dots\dots\dots \\ 10\frac{1}{4}-11\frac{1}{4} \dots\dots\dots \\ 11\frac{1}{4}-12\frac{1}{4} \dots\dots\dots \\ 12\frac{1}{4}-1\frac{1}{2} \dots\dots\dots \\ 1\frac{1}{2}-2\frac{1}{2} \dots\dots\dots \end{array} \right.$	French... Logic... Greek... Chemistry... .....	Mathematics... Moral Philosophy... Eng. Literature... Latin... .....	..... German... Greek... Chemistry... Elocution.....	Mathematics... Moral Philosophy... Eng. Literature... Latin... .....	French... Logic... Greek... Chemistry... .....	Mathematics... German... ..... .....
<b>SOPHOMORE.</b> $\left\{ \begin{array}{l} 9\frac{3}{4}-10\frac{1}{4} \dots\dots\dots \\ 10\frac{1}{4}-11\frac{1}{4} \dots\dots\dots \\ 11\frac{1}{4}-12\frac{1}{4} \dots\dots\dots \\ 12\frac{1}{4}-1\frac{1}{2} \dots\dots\dots \\ 1\frac{1}{2}-2\frac{1}{2} \dots\dots\dots \end{array} \right.$	Mathematics... French... Latin... .....	Greek... German... Physics... History... .....	Mathematics... Rhetoric... Latin... Elocution.....	Greek... German... Eng. and Am. His... Physics... Eng. Literature... Latin... .....	Mathematics... French... Latin... .....	Greek... Rhetoric... ..... .....
<b>FRESHMAN.</b> $\left\{ \begin{array}{l} 9\frac{3}{4}-10\frac{1}{4} \dots\dots\dots \\ 10\frac{1}{4}-11\frac{1}{4} \dots\dots\dots \\ 11\frac{1}{4}-12\frac{1}{4} \dots\dots\dots \\ 12\frac{1}{4}-1\frac{1}{2} \dots\dots\dots \\ 1\frac{1}{2}-2\frac{1}{2} \dots\dots\dots \end{array} \right.$	Extemp. Comp... Mathematics... Greek... Latin... .....	French... Mathematics... Greek... Latin... .....	German... Eng. Grammar... German... Elocution.....	French... Mathematics... Greek... Latin... .....	Extemp. Comp... Mathematics... Latin... Greek... .....	German... Greek... Greek... Latin... .....

## TIME AND TERMS OF ADMISSION.

The regular examinations for admission to the College are held on the Monday and Tuesday immediately preceding the opening of the session. Every applicant is required to deliver to the President testimonials of good moral character; and if he comes from another college he must present a certificate of honorable dismissal.

Candidates for admission to any class of the College must, unless they are graduates of the Preparatory School, sustain an examination in the following elementary studies: Spelling, English Grammar, Geography, Elements of History, and Arithmetic.

Candidates for admission to any School will be examined in all the studies presupposed by the curriculum of that School.

Candidates for admission to the School of English will be admitted to its lowest class on passing a satisfactory examination in the preliminary studies above indicated.

Candidates for admission to the School of Greek in its lowest class, the Freshman, will be examined in Goodwin's or Hadley's Greek Grammar; Goodwin's Greek Reader, or Xenophon's *Anabasis*, (first four books;) first two books of Homer's *Iliad*; and Jones' Greek Prose Composition.

Candidates for admission to the School of Latin in its lowest class will be examined in Harkness' Latin Grammar; five books of Cæsar's Commentaries; six of Cicero's Select Orations; the Eclogues, and six books of the *Æneid*, of Virgil; Sallust (*Conspiracy of Catiline*;) Harkness' Latin Prose Composition, (Parts I and II;) and Leighton's History of Rome, (250 pages.)

Candidates for admission to the school of Mathematics, in its lowest class, the Freshman, will be examined in Algebra, (to Quadratic Equations,) and in the first three books of Geometry.

Real Equivalents in quality and amount will be received in place of the books or parts of the books prescribed as above for study preparatory to admission into the Schools of Greek, Latin, and Mathematics.

Candidates for admission to any advanced class in any School will be examined in all the previous studies of the class which they propose to enter.

Students wishing to pursue a Select Course in any School or Schools will be admitted to the classes for which they may be found qualified; but an examination in preliminary and indispensable studies will be held in all such cases, and every student pursuing such a course is required to embrace in his selections not less than twelve recitations or lectures per week. The choice of studies embraced in a Select Course must be made immediately upon the commencement of a term, and no student will have leave to make a new choice of studies during any single term.

### CERTIFICATES AND DIPLOMAS.

The degrees of the College are conferred only on evidence of satisfactory attainments in the studies prescribed for any given degree. The eligibility of candidates for any degree is determined by the quality and the extent of their studies in the several Schools of the College.

I. Certificates of Proficiency are given to students who pass a satisfactory examination on the following studies of the several Schools: In the *First*, on English Literature, History, and Rhetoric; in the *Second*, on the Greek of the Freshman and Sophomore Classes; in the *Third*, on the Latin of the Freshman and Sophomore Classes; in the *Fourth*, on the French or the German language; in the *Fifth*, on the Mathematics of the Freshman and Sophomore Classes; in the *Sixth*, on the Chemistry of the Junior Class; in the *Seventh*, on Mental or Moral Philosophy.

II. Students who pass a satisfactory examination on all the obligatory studies embraced in any one of the Schools of the College will receive a diploma certifying the fact of their graduation in that School.

### DEGREES.

I. The degree of Bachelor of Letters is conferred on students who obtain diplomas in the Schools of English, Greek, Latin, Modern Languages, and Philosophy, and who receive a certificate of proficiency in the School of Mathematics or of Natural Science.

II. The degree of Bachelor of Science is conferred on students who obtain diplomas in the Schools of English, Modern Languages, Mathematics, Natural Science, and Philosophy.

III. The degree of Bachelor of Arts is conferred on students who obtain diplomas in any six Schools, and who receive a certificate of proficiency in the residuary School of the entire course.

IV. The degree of Master of Arts is conferred on students who, after obtaining diplomas in all the Schools of the College, shall sustain a final and satisfactory examination in review of all the studies prescribed for this degree.

Certificates and diplomas in any School of the College are awarded only at the close of the College year in each School, and after an examination duly had according to the rules of the institution.

### EXAMINATIONS.

At the end of each term an examination of all the classes in all the Schools is publicly held in all the studies of that term.

The results of each Term Examination are combined with those of the daily recitations and attendance of the student during the term, in order to ascertain his academic standing at the end of that term.

Each recitation and each examination are graded on a scale of merit from 0 to 100, and a failure to reach the final average grade of 75 in any study is regarded as a failure in that study.

At the close of each College year all the classes in all the Schools are publicly examined in review of all the studies of that year.

The results of the Annual Examinations are combined with those of the Term Examinations, in order to ascertain the student's academic standing at the end of each year.

At the close of the second year of the regular course, prescribed for all the degrees of the College, the Annual Examination of the Sophomore classes in the several Schools, besides embracing all the studies of that year, will include such studies of the Freshman year as the head of each School may direct. The results of this examination will determine the eligibility of candidates to receive a Certificate of Proficiency at the end of this year in the school of Greek, Latin, or Mathematics, as the condition of attaining in regular course to one or another of the degrees dependent on such proficiency.

At the close of the regular four years' course all candidates for the degree of Master of Arts will be publicly examined by way of

review in all the studies of all the Schools prescribed for that degree.

A student who fails to pass a satisfactory examination in any study at the end of a College year may present himself for re-examination in that study at the end of the following year, and in default of doing so shall forfeit promotion with his class in that department.

All examinations which occur at the end of a College year are conducted in writing. Examinations for the degree of Bachelor of Arts and Master of Arts are concluded four weeks anterior to the date of the Annual Commencement, that time may be given to Professors for the inspection of written examination papers, and to students for the preparation of parts to be performed on Commencement Day by the successful candidates for the degrees of Bachelor and Master of Arts, to whom public parts on that day may be assigned by the Faculty.

#### ANNUAL PRIZES.

Besides the honors and degrees conferred in the regular course, prizes are annually offered as the rewards of special excellence in particular branches of study.

The Davis Prizes, for excellence in Elocution, founded by the Hon. Isaac Davis, LL. D., of Massachusetts, consist of two gold medals, and are annually awarded to the two successful competitors in a public contest held on Commencement Day. These prizes are awarded by a committee whom the Faculty selects for this purpose, and are publicly delivered at the close of the contest.

The Staughton Prize, for excellence in the Latin Language and Literature, and the Elton Prize, for excellence in the Greek Language and Literature, founded by the Rev. Romeo Elton, D. D., of Exeter, England, consist of two gold medals, annually awarded to the best scholar and writer in each of these languages.

The Ruggles Prizes, for excellence in Mathematics, founded by Prof. William Ruggles, LL. D., consist of two gold medals, annually awarded to the best two scholars in the pure and applied Mathematics.

The Prize for excellence in Metaphysics, the gift of the President of the Faculty, is a gold medal annually awarded to the best student in Mental Philosophy.

Any student entitled to a diploma in any school will be allowed to contend for the prizes given in that department, provided he shall have pursued the required number of studies during the year and shall have passed satisfactory examinations in the same.

### PRIZEMEN FOR THE YEAR 1879-'80.

In the collegiate year of 1879-'80 the following are the names of students who were the successful contestants for the various prizes :

The Elton Prize in Greek was awarded to MILES FULLER, of the District of Columbia.

The Staughton Prize in Latin was awarded to THOMAS A. MURRAY, of Maryland.

The Welling Prize in Metaphysics was awarded to THOMAS A. MURRAY, of Maryland.

A Special Prize in Metaphysics was awarded to MILES FULLER, of the District of Columbia.

The First Ruggles Prize in Mathematics was awarded to THOMAS A. MURRAY, of Maryland.

The First Davis Prize in Elocution was awarded to MILES FULLER, of the District of Columbia.

The Second Davis Prize in Elocution was awarded to THOMAS A. MURRAY, of Maryland.

The gold medal for Excellence in Debate was awarded by the Enosinian Society to EGBERT L. WEAVER, of the District of Columbia.

The gold medal for the greatest Improvement in Debating in the Enosinian Society, given by Adjunct Professor Gore, was awarded to EDSON A. LOWE, of the District of Columbia.

## ORDERS OF THE COLLEGE YEAR.

### TERMS AND VACATIONS.

The College year, embracing nine months, is divided into two terms. The first term begins on the second Wednesday in September, and continues to the first Monday in February. The second term begins on the first Monday in February, and ends on the day of the Annual Commencement, which is held on the second Wednesday in June.

A vacation of eight days is given at Christmas, beginning on that holiday, and lasting until the next day after New Year's.

The 22d of February is observed as a College holiday.

A recess is given from Good Friday to Easter Monday, inclusive.

### ANNUAL COMMENCEMENT.

The annual Commencement of the College is held on the second Wednesday in June.

Public parts are assigned on Commencement Day to such students only as have passed a satisfactory examination for the degrees of Bachelor or Master of Arts, except, as before indicated, in the case of those who may be contestants for the prize in Elocution.

A Latin Salutatory will be awarded to the graduate in each year whose average standing in all the Schools is the highest; and an English Salutatory to the student who stands second.

The Valedictory is awarded with special regard to the qualifications of the student as a Valedictorian, as well as on the ground of scholarship.

Philosophical, Classical, Scientific, Metaphysical, Ethical, Historical, or Literary Orations may be awarded to students who are eminent respectively in the corresponding Departments.

All the degrees of the College are publicly conferred on Commencement Day.

Diplomas in the several Schools, and prizes for special excellence in any Department, are publicly delivered on the same day.

### PUBLIC WORSHIP.

Prayers, accompanied by the reading of the Scriptures, are offered daily in the College Chapel. All students are required to attend this service; and those who reside in the College are required also to attend Divine service on Sunday at such church as their parents may indicate, in writing, to the President, and during the day are expected to abstain from any conduct or practice inconsistent with its proper religious observance.

### LIBRARY HOURS.

The College Library will be open for the distribution of books, as also for purposes of consultation and inquiry, on such days and

under such regulations as the Faculty may direct at the beginning of each year.

The Libraries of Congress and of the various Departments of the Federal Government are also accessible to students for purposes of research in any special line of studies.

### LITERARY SOCIETIES.

The Enosinian Society, a literary association, formed by the students of the College, meets weekly in its hall for the purpose of improvement in Debate and Composition.

### LECTURES.

Courses of lectures in various departments of Science, Art, and Literature are open to the attendance of students, not only in the College, but in connection with various Associations, national and local, devoted to general culture at the Capital of the country, and furnishing peculiar facilities for information and improvement in every branch of liberal learning.

As the endowments of the University shall be enlarged by the munificence of patrons and benefactors, it is proposed to render available, for purposes of higher education, the rich collections of the Smithsonian Institution and Agricultural Department in science and natural history, and those of the United States Patent Office in technology. It is also hoped that the scheme of instruction pursued in the University may ultimately enlist in its service the scientific learning now connected with the United States Coast Survey and the National Observatory, while the Corcoran Gallery of the Fine Arts cannot but serve as a valuable auxiliary to æsthetic culture.

### GENERAL ORDERS.

Every student on entering the College is understood by that act to come under a pledge that he will obey the rules and regulations prescribed by the Board of Trustees and Overseers, and by the Faculty acting under the authority of the Board.

A pamphlet copy of the laws of the College will be furnished to every student on his admission.

A merit roll of conduct is kept, and demerits are given for unexcused absences and for violation of College laws. When any student has received one hundred such marks during any one term, or one hundred and fifty during any one year, he may be required to leave the institution.

A report of the student's standing in all his studies, including a record of all absences from lectures, recitations, or other public exercises of the College, will be rendered quarterly to parents or guardians.

The daily recitations of the College Classes are brought, as far as practicable, into the early portion of the day, closing generally at 2.30 o'clock P. M., and on Saturday at 11 o'clock A. M. The advantages of an attendance upon the debates of Congress, and upon lectures before various associations, are thus offered to students of the higher classes without detriment to proficiency in their studies. Any parent or guardian who desires a special privilege for his son or ward in this respect must, however, signify it in writing to the President.

## COLLEGE EXPENSES.

### CHARGES FOR STUDENTS RESIDING IN COLLEGE.

1. Admission Fee, (paid but once, on entrance).....	\$10 00
2. Tuition for the year in three or more Schools.....	60 00
3. Tuition for the year in two Schools.....	45 00
4. Tuition for the year in one School.....	30 00
5. Room rent and servants' attendance.....	20 00
6. Fuel, public and private, (estimated).....	16 00
7. Use of furniture, provided by the College.....	12 00
8. Board for 39 weeks, at \$4.50 per week, (estimated).....	175 50
9. Washing, at 75 cents per dozen.	

### CHARGES FOR STUDENTS NOT RESIDING IN COLLEGE.

1. Admission Fee, (paid but once, on entrance).....	\$10 00
2. Tuition for the year in three or more Schools.....	60 00
3. Tuition for the year in two Schools.....	45 00
4. Tuition for the year in one School.....	30 00
5. Room rent and servants' attendance.....	20 00
6. Fuel, public and private, (estimated).....	16 00
7. Use of Furniture.....	6 00

From the foregoing statement it will appear that the necessary annual expenses of a student residing at the College need not ex-

ceed the sum of three hundred dollars. By the practice of economy some reduction might be made from this amount.

The charge for room rent, servants' attendance, and for fuel, as above estimated, are based upon the assumption that two students occupy the same room. Students having the exclusive occupation of a room will be charged one-half in addition to the foregoing rates.

It is recommended that students who reside in the College should furnish their own rooms, and thus avoid the annual charge made for the use of such furniture as is provided by the College.

# THE PREPARATORY SCHOOL.

## CORPS OF INSTRUCTORS.

PROF. OTIS T. MASON, A. M., PH. D., Principal, and Instructor in History and the English Language.

PROF. ANDREW P. MONTAGUE, A. M., Instructor in Latin.

PROF. ANTHONY H. JANUS, Instructor in French.

PROF. HARRY C. DAVIS, A. B., Instructor in Greek, Penmanship, and Bookkeeping.

PROF. J. HOWARD GORE, B. S., Instructor in Mathematics.

This School is placed under the special charge of the Principal, who controls and directs its operations, with the aid of assistant instructors, and with the advice and co-operation of the College Faculty. Its full course of study extends through four years, and includes Reading, Writing, Spelling, Grammar, Rhetoric, Geography, History, Botany, Arithmetic, Algebra, Geometry, Bookkeeping, French, Latin, and Greek, and exercises in Composition and Declamation.

The Preparatory School is designed to afford a thorough preparation for the College. It furnishes also a High School Course, occupying two years, for pupils who have completed their studies in the common English branches, either in the Public Schools or elsewhere.

## SCHEME OF STUDIES IN THE PREPARATORY SCHOOL.

### FIRST YEAR: FOURTH CLASS.

#### FIRST TERM.

*Reading.*—The Franklin Sixth Reader.

*Spelling.*—Worcester's Pronouncing Speller.

*Arithmetic.*—Thomson's New Practical, and Mental.

*Geography.*—Swinton's Complete Course.

*History.*—Anderson's Grammar School United States.

*Grammar.*—Fowler's Common School.

*Latin.*—Harkness' First Lessons, and Grammar.

*Declamation, Composition.*

*Penmanship, Map Drawing.*

## SECOND TERM.

*Reading.*—The Franklin Sixth Reader.  
*Spelling.*—Worcester's Pronouncing Speller.  
*Arithmetic.*—Thomson's New Practical and Mental.  
*Geography.*—Swinton's Complete Course.  
*History.*—Anderson's Grammar School United States.  
*Grammar.*—Fowler's Common School.  
*Latin.*—Harkness' First Lessons, and Grammar.  
*Declamation, Composition.*  
*Penmanship, Map Drawing.*

## SECOND YEAR : THIRD CLASS.

## FIRST TERM.

*Reading.*—The Franklin Sixth Reader.  
*Grammar.*—Fowler's Common School.  
*Arithmetic.*—Thomson's New Practical.  
*Physical Geography*—Guyot's.  
*Latin.*—Harkness' Reader, Grammar, and Prose Composition.  
*Greek.*—Goodwin's Grammar, with White's First Lessons.  
*Bookkeeping.*—Bryant and Stratton's Common School.  
*Declamation, Composition, Penmanship.*

## SECOND TERM.

*Reading.*—The Franklin Sixth Reader.  
*Grammar.*—Fowler's Common School.  
*Arithmetic.*—Thomson's New Practical.  
*Botany.*—How Plants Grow, (Gray's.)  
*Latin.*—Harkness' Reader, Grammar, and Prose Composition.  
*Greek.*—Goodwin's Grammar, with White's First Lessons.  
*Bookkeeping.*—Bryant and Stratton's Common School.  
*Declamation, Composition, Penmanship.*

## THIRD YEAR : SECOND CLASS.

## FIRST TERM.

*Reading.*—Selections from Standard Authors.  
*Spelling.*—Swinton's Word Analysis.  
*Grammar.*—Kerl's Composition and Rhetoric.  
*Arithmetic.*—Davies' University.  
*History.*—Swinton's Outlines.  
*Bookkeeping.*—Bryant and Stratton's Common School.  
*Latin.*—Harkness' Cæsar, Grammar, and Prose Composition.  
*Greek.*—Goodwin's Grammar ; White's First Lessons Completed.  
*Algebra.*—Thomson's.  
*Declamation, Composition, Penmanship.*

## SECOND TERM.

*Reading.*—Selections from Standard Authors.  
*Spelling.*—Swinton's Word Analysis.  
*Grammar.*—Kerl's Composition and Rhetoric.

*Arithmetic.*—Davies' University.  
*History.*—Swinton's Outlines.  
*Bookkeeping.*—Bryant and Stratton's Common School.  
*Latin.*—Harkness' Cicero, Grammar, and Prose Composition.  
*Greek.*—Crosby's Anabasis, and Goodwin's Grammar.  
*Algebra.*—Thomson's.  
*Declamation, Composition, Penmanship.*

#### FOURTH YEAR : FIRST CLASS.

##### FIRST TERM.

*Reading.*—Anderson's Historical Reader.  
*Rhetoric.*—Hill's Elements.  
*Arithmetic.*—General Review.  
*Latin.*—Chase and Stuart's Virgil, with Harkness' Grammar, and Prose Composition.  
*Greek.*—Crosby's Anabasis, and Goodwin's Grammar, with Jones' Exercises in Greek Prose Composition.  
*French.*—Keetel's Collegiate Course.  
*Algebra.*—Thomson's.  
*Geometry.*—Loomis' and Wentworth's.  
*Declamation, Composition, Penmanship.*

##### SECOND TERM.

*Reading.*—Anderson's Historical Reader.  
*Rhetoric.*—Hill's Elements.  
*Arithmetic.*—General Review.  
*Latin.*—Chase and Stuart's Virgil, with Harkness' Grammar, and Prose Composition.  
*Greek.*—Crosby's Anabasis, and Goodwin's Grammar, with Jones' Exercises in Greek Prose Composition.  
*French.*—Keetel's Collegiate Course, and Voltaire's Charles XII.  
*Algebra.*—Thomson's.  
*Geometry.*—Loomis' and Wentworth's.  
*Declamation, Composition, Penmanship.*

Books for reference or use in all the classes : Worcester's Dictionary, Worcester's Pronouncing Speller, Webster's Dictionary, and Baird's Classical Manual.

#### TERMS AND VACATIONS.

The Scholastic Year begins on the second Wednesday in September, and ends on the Tuesday before the third Wednesday in June. The year is divided into two terms. The first term ends on the Friday preceding the first Monday in February. The second term begins on the first Monday in February.

There is a vacation of eight days at Christmas, beginning on that holiday and lasting till the next day after New Year's. The 22d

of February is observed as a holiday. A recess is given from Good Friday to Easter Monday, inclusive.

The School hours are from 9 o'clock A. M. to 2.30 P. M., with an intermission of half an hour at 1 o'clock P. M.

### DISCIPLINE.

The School professes to be conducted on Christian principles both in its discipline and in its instructions; but no instruction is given and no influence exerted in favor of any peculiar denominational tenets.

In addition to daily recitations, an examination is held at the end of each term on all the studies of that term.

The graded scale of merit used in the school ranges from 0 to 10, and each student must reach the grade of 7 in order to be advanced with his class.

The progress of the scholar is stimulated by daily records, by monthly and term reports to parents, by promotions in his class, and by prizes.

The boarding scholars lodge in the house of the Principal, and are treated as members of the family. They are responsible to him for their conduct at all times. In addition to regular school duties, they are required to attend study hours in the evening, under the oversight of the Principal. They are also required to attend the church of their parents' selection; and to spend a portion of every Sunday in Biblical study, unless excused by the written request of their parents.

### EXPENSES.

#### DAY SCHOLARS.

For the Scholastic Year..... \$68 00

#### BOARDING SCHOLARS.

Board, Washing, Lights, &c.

First Term..... \$97 00

Second Term..... 89 00

186 00

Tuition, Room, Furniture, &c.

First Term..... 57 00

Second Term..... 57 00

114 00

Total for the year..... \$300 00

THERE ARE NO EXTRA CHARGES.

All bills must be paid in advance, at the beginning of each term to the Treasurer of the Corporation, the Hon. WM. STICKNEY, at his office in the National Savings Bank, corner of Fifteenth street and New York avenue, or to Professor SAMUEL M. SHUTE, the financial agent of the School.

## HONOR LIST OF THE PREPARATORY SCHOOL.

SESSION 1879-'80.

### CERTIFICATES AND PRIZES.

#### *For High Grade of Scholarship.*

First Class—First Prize, Frank B. Noyes.  
 Second Prize, Henry D. Cochran.  
 Second Class—First Prize, Robert E. L. White.  
 Second Prize, I. Thomas Davis, Jr.  
 Third Class—First Prize, Samuel Hall  
 Second Prize, William C. Alvord.  
 Fourth Class—First Prize, William H. Wilson.  
 Second Prize, William F. Shute.

#### *The Montague Gold Medal in Latin.*

Edward J. Schaefer.

#### *The Janus Gold Medal in French.*

Angier B. Hobbs.

#### *The Davis Prizes in Greek and Penmanship.*

*Greek*—William A. Hedrick.

*Penmanship*—Angier B. Hobbs. (gold medal.)

Charles Bogan and Harry L. Chappellear, (certificates.)

#### *Hermesian Society Gold Medals.*

*Best Debater*—Alexander S. Culver.

*Best Editor*—Stephen I. Janus.

#### *Medals for Punctuality and Deportment.*

J. Allen Boteler, (silver;) J. Miller Carson, (silver;) Alexander S. Culver, (silver;) Elmer M. Dunn, (silver;) Edwin S. Exley, (silver;) Moor S. Falls, (silver;) Samuel Hall, (silver;) Stephen I. Janus, (gold;) Charles M. McCook, (silver;) David E. McElhinny, (gold;) Arthur S. Mattingly, (gold;) Frank B. Noyes, (gold;) Raleigh Sherman, (silver;) Robert E. L. White, (gold;) Albert L. Yerby, (gold.)

#### *Honorable Mention for Punctuality and Deportment.*

J. Bartlett Hills, Frank D. Merchant.

*Certificates of Graduation.*

T. Howard Boteler, Henry D. Cochran, Alexander S. Culver, Frank G. Evans, Moor S. Falls, William A. Hedrick, D. Percy Hickling, Angier B. Hobbs, Stephen I. Janus, William W. Lanahan, David E. McElhinny, Mertyl E. Martin, Alexander S. Merchant, Robert F. Miller, Frank B. Noyes, Edward J. Schaefer, Theodore W. Tallmadge, Charles E. Thomas, Frank W. Stockstill, Albert L. Yerby.

*Honorable Mention for Scholarship.*

J. Miller Carson, Frank G. Evans, Angier B. Hobbs, Stephen I. Janus, William Marbury, Charles M. McCook, Edward J. Schaefer.





# THE COLUMBIAN UNIVERSITY.

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EXTRACT FROM THE MINUTES OF A MEETING OF THE  
CORPORATION, HELD JUNE 18, 1881.

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“*Resolved*, That a committee of five, of which Dr. Welling shall be chairman, be appointed to consider the best practicable course of instruction [in the projected Scientific School]; to correspond with eminent teachers and lecturers, and to report to the corporation, as soon as possible, the details of such a course, and of the probable expenses of each department. That said committee also report upon the expediency of making the compensation of each professor depend, in part at least, upon the number of his pupils; also if some of the advantages of such a course cannot be made available to women.

“*Resolved*, That this committee of five report the amount and kind of philosophical and other apparatus needed, the furniture needed for the College and Preparatory School, and the probable cost of the same.”

Dr. James C. Welling, Dr. James H. Cuthbert, Dr. Franklin Wilson, the Hon. John Eaton, and the Hon. John W. Powell were appointed as the members of this committee.

The subjoined report of the committee is printed by order of the corporation, for purposes of provisional information, revision and criticism.

## REPORT ON COURSES OF STUDY, .ETC.

The committee to whom was referred the duty of considering the best practicable course of instruction in the projected Scientific School, beg leave to report as follows :

In order that such a school may fulfil its theory and mission in all directions, it would seem that instruction should be afforded in the following departments and branches :

### I.—DEPARTMENT OF ENGLISH.

Grammar; Composition; Logic; Rhetoric; English Literature;  
History of the States, etc.

## II.—DEPARTMENT OF MODERN LANGUAGES.

French Language and Literature.

German Language and Literature—the studies in each to be conducted not so much with a view to philology as to reading French and German at sight.

Instruction should also be offered in the Spanish Language and Literature, with special reference to the growing relations between our country and Mexico and other Spanish-American States.

## III.—DEPARTMENT OF MATHEMATICS.

Algebra; Geometry; Surveying; Analytical Geometry; Descriptive Geometry; Shades, Shadows and Perspective; Differential Calculus; Integral Calculus.

## IV.—DEPARTMENT OF PHYSICS.

Physics; Mechanics; Astronomy.

Lectures on Electricity in all its forms and applications.

Lectures on Meteorology—the science of the atmosphere and its various phenomena, winds, storms, weather indications, etc.

## V.—DEPARTMENT OF CHEMISTRY.

Chemical Physics; General Chemistry; Analytical Chemistry, to wit: Qualitative Analysis; Quantitative Analysis, and Volumetric Analysis.

*Agricultural Chemistry*; embracing (1) Analysis of Soils and Waters; (2) Analysis of Fertilizers; (3) Analysis of Products; Lectures on *Agricultural Chemistry*, etc.

*Industrial Chemistry*; embracing (1) Chemistry of Dyeing; (2) Chemistry of Heating; (3) Chemistry of Lighting; (4) Chemistry of Soap Manufacture, Sugar Refining; Chemistry of Foods and their Adulterations, etc.

## VI.—DEPARTMENT OF METALLURGY.

Constructing of Furnaces; Preparation of Ores; Principle and uses of Flues; Examination of Ores; Extraction of Metals.

Assaying (Wet and Dry), as applied to Gold, Silver, Copper, Lead and other Metals.

## VII.—DEPARTMENT OF CIVIL ENGINEERING.

Surveying; Location of Roads; Construction of Bridges; Strength of Materials; Drainage of Cities; Construction of Dams Jetties and Improvement of Harbors; Construction of Canals and Railroads.

## VIII.—DEPARTMENT OF MINING ENGINEERING.

Construction of Shafts; Ventilation of Mines; Examination of Mines; Machinery of Mines, etc.

## IX.—DEPARTMENT OF MECHANICAL ENGINEERING.

Principles of Machines; Construction of Machines; Construction of Engines; Management of Engines; Testing of Engines and Boilers; Application of Water Power; Application of Steam Power; Pumps and Hoisting Engines, etc., etc.

## X.—DEPARTMENT OF TOPOGRAPHICAL ENGINEERING.

Field Observations and Measurements; Plotting, Shading and Principles of Construction of Maps.

*Geodetic Surveying*; embracing (1) Finding Latitude and Longitude; (2) Measurement of Base Lines; (3) Triangulations, etc.

*Hydrographical Surveying*.

## XI.—DEPARTMENT OF GEOLOGY.

(a) *Geology*; embracing Descriptive Geology; Dynamical Geology; Lithological Geology; Economic Geology; Lectures on Palæontology; Lectures on Physical Geography.

(b) *Mineralogy*; embracing Elements of Crystallization; Classification of Minerals; Determination of Minerals; Methods and Practice of Blow-pipe Analysis.

## XII.—DEPARTMENT OF BIOLOGY.

(a) *Botany*; embracing Structural Botany; Classification of Plants; Geographical Distribution of Plants; Medical Botany; Field Practice in Botany, etc.

(b) *Zoölogy*; embracing Structure of Animals; Practical Dissection of Animals; Classification of Animals; Geographical Distribution of Land Animals; Marine Animals; Entomology; Lectures on the Principles of Biology; Lectures on Comparative Anatomy; Lectures on Anthropology.

## XIII.—DEPARTMENT OF DRAWING AND ARCHITECTURE.

Mechanical Drawing; Free-hand Drawing; Sketching; Crayon Drawing; Blackboard Drawing; Building Materials; Principles of House Construction; Original Design; Masonry; Decorative Arts, etc., etc., to be pursued by students of architecture in con-

nection with the auxiliary studies of the Department of Civil Engineering; Lectures on the History of Greek and Roman Architecture, Mediæval Architecture and Modern Architecture; Lectures on the Arts of Design, with illustrations drawn from the Corcoran Gallery of Art.

#### XIV.—DEPARTMENT OF PHILOSOPHY.

Mental Philosophy; Moral Philosophy; Political Philosophy, embracing Political Economy, Elements of Constitutional Law and Elements of the Law of Nations.

Lectures should be delivered in this department on the history of education, on theories of education, and on the philosophical order of studies; in a word, on the art of education as formed and guided by the science of pedagogics.

All the foregoing Departments will not necessarily be started simultaneously, but each will take its place in the curriculum *pro re nata* according to demand, and according to relative practicability, when the straitened resources of the University are considered.

Certificates of Proficiency in special departments might be given to students having time to take only a partial course of studies.

Diplomas should be given for completed studies in any department, with corresponding degrees, such as Civil Engineer, Mining Engineer, etc., and for completed studies in a certain number of confederated departments, the Degree of Bachelor of Science, Doctor of Philosophy, etc.

As a fitting complement to the foregoing scheme of studies your committee would recommend the future establishment of a distinct department, to be known as the

#### SCHOOL OF POLITICAL SCIENCE,

with a course of studies running through at least two years, to be mainly conducted by lectures, and embracing in the

FIRST YEAR: Physical and Political Geography; the Political and Constitutional History of Europe; the History and Institutes of the Roman Civil Law; Political Economy; Land Tenure; Taxation; Finances.

SECOND YEAR: Political and Constitutional History of the United States; History of American Diplomacy; Principles of Public International Law; Rules of Private International Law; Science of Statistics; Sociology; Philosophy of History as outlined by its leading expositors, from Vico to writers of the present day.

The degree obtained by successfully completing the full course of studies prescribed by this department would be Doctor of Philosophy.

#### ADMISSION OF WOMEN.

It is suggested that women should be admitted to all Schools and Departments of the University on the recommendation of a majority of the Faculties in each school, and subject to the approval of the corporation. That is, it is proposed that the admission or exclusion of women as students shall not be decided by a hard and fast line, applying indiscriminately to all the Schools and Departments of the University, but shall be decided on considerations of comparative expediency, after an expression of opinion had from all the members of each Faculty. As the Faculties of the Medical School, of the Law School and of the Scientific School are dependent on the income of these schools respectively for their salaries, it would seem only a proper deference to their interests that their opinion should be mainly consulted under this head. As this rule does not apply to the College, it will remain for the corporation to decide, on its own wisdom, whether women should be admitted to all the privileges of the College classes.

#### SALARIES.

As by existing statutes the salaries of the Professors in the Medical and Law Schools are entirely dependent on the fees of students, and as it is proposed to apply, at the beginning, this same rule to the Professors and Lecturers of the Scientific School, your committee are relieved from all necessity of making any further suggestion under this head. As these Schools are administered by night, the educational work done in them is performed, or is to be performed, by teachers who derive their main livelihood from the professions they practise or the labor they pursue by day. But as this is not the case with the Professors in the College

proper, who must needs give the whole of the working hours of the day to the tasks of their several classes, it follows that the same principle cannot be applied to them, unless a certain proportion of their salaries can be assured to them as the condition of their subsistence. The same remark applies to the President of all the Faculties, who, as the executive officer of the corporation, is called to render service in all the Schools and Departments of the University, as well those which do not contribute to the general funds of the University as those which do. In practice it is found that such executive work forms a much larger part of the President's duties than the work of instruction, insomuch that, as is well known, in several institutions having a large number of associated schools, the President is entirely separated from the work of instruction, as in Harvard University, Columbia College, etc.

If after trial, it should be found that the revenues of any Department, School, or College are not adequate to its maintenance, and if no general fund can be raised from which to supply such deficit in the case of Professors or Officers who give their whole time by day to the duties with which they are charged, it would only remain for the corporation to suspend such Department, School or College.

#### APPARATUS.

After due allowance made for certain indispensable adjuncts in the conduct and administration of a Scientific School, it seems to your committee that apparatus should be purchased according to the experienced and growing wants of the School, and according to the means of the University. It is impossible to decide this practical question by any abstract or general rule. The appointments of Schools and Colleges under this head vary from apparatus worth \$1,000 to apparatus worth more than hundreds of thousands of dollars, as at Harvard, Yale and Princeton.

Much can be done with a small supply of apparatus, and in Washington that supply may be reduced to a comparative minimum, from the fact that in some Departments of instruction the Government offers to us many of the very best appliances of high scientific education without money and without price.

Under this head your committee beg leave to cite the estimates of that most accomplished expert, the late Prof. William B. Rogers,

former President of the National Academy of Sciences, and former President of the Massachusetts Institution of Technology :

1. Outfit of Chemical Laboratory :

Balances.....	\$700	
Apparatus and chemicals.....	1,200	
Furniture and fixtures .....	1,400	
	<hr/>	\$3,300

2. Outfit of Physical Laboratory :

Apparatus.....	4,000	
Furniture and fixtures.....	1,000	
	<hr/>	5,000

3. Outfit of Engineering Laboratory :

Models, machines, and tools.....	3,000	
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4. Outfit of Metallurgical and Mining Laboratory :

Implements and appliances.....	2,500	
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5. Department of Drawing :

Furniture and implements.....	1,500	
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In all, say about..... \$15,000

To which Dr. Rogers adds : "Many of these estimates would depend on the number of pupils to be provided for. I have supposed from thirty to forty to begin with."

In the judgment of your committee a considerable reduction could be made on even this cautious and modest allowance of Dr. Rogers, as it is made without any reference to the exceptional advantages of Washington for the equipment and administration of a Scientific School ; but in the estimate for the *furniture and fixtures* of the Chemical and Physical Laboratories a somewhat more liberal allowance should probably be made. For the furniture and fixtures of the chapel and recitation rooms, and for heating the building, an expenditure of about \$6,500 should be allowed. For the aggregate of all these expenditures, the round sum of \$25,000 may be roughly estimated.

Your committee are further instructed to report on the furniture needed for the College and the Preparatory School, and the probable cost of the same. As the College will occupy the same quarters by day as those occupied by the Scientific School at night, no additional expenditure would seem to be required for the

For the desks and appliances of the Preparatory School your committee estimate that an expenditure of not more than \$1,000 need be incurred.

Your committee beg leave to suggest that, if practicable, a public lecture hall, capable of seating five or six hundred persons might be advantageously embraced in the plans of the new University building. Such a hall would be useful as a meeting-place of scientific societies, and for the delivery of popular lectures on scientific subjects or general questions of popular and educational interest. The University would be strengthened by placing itself in harmony and co-operation with all such agencies as move in the fore-front of an advancing civilization.

In closing this report your committee beg leave to say that in, submitting their project of possible and desirable studies, they are well aware that the execution of it, in its details, must be submitted to the tests of practical trial, after negotiation had with resident men of science in this city. Some of these scientific men, it is well known, are ready to embark in the enterprise on the terms and conditions already specified. But how many of them can be induced to take part in our scheme, for a contingent share in the fees of the school, is a question which can be solved only by actual experiment. Accordingly, your committee respectfully suggest that they be empowered to treat with competent teachers as soon as the building plans of the corporation shall have been perfected. To this end, if their suggestion be approved, they will call a council of the leading scientific men of Washington, lay before them the plan of the new Scientific School, and solicit their co-operation in realizing the foregoing scheme, so far as it shall be found practicable. The result of such a conference will in due time be reported to the corporation.

All of which is respectfully submitted :

JAMES C. WELLING,  
J. H. CUTHBERT.  
JOHN EATON.  
J. W. POWELL.

Dr. Wilson, of Baltimore, took no part in the conferences which led to the adoption of the foregoing report, but in its present shape it has had the advantage of his revision and is submitted to the corporation with his concurrence.

## APPENDIX.

Extract from the "Plan of the Columbian University," as prepared by the President of the Faculty and published by the Executive Committee, under date of April 26, 1873 :

"In exposition of the general plan on which the Trustees and Overseers of the University are working, they beg leave, through their Executive Committee, to submit the following considerations to the friends of liberal learning throughout the country:

"A vast apparatus for the purposes of scientific education is furnished by the public establishments located at the seat of the Federal Government. Here are the Smithsonian Institution, and its cabinets in Natural History; the National Library of Congress, first among the libraries of the land in the number of its scientific works, as also in the aggregate number of its volumes; the National Observatory, already supplied with the best telescope in the world; the Botanical Gardens, with living specimens of native and exotic plants; the Agricultural Department, with its herbaria and entomological Museum; the Patent Office, stored with the accumulated fruits of American inventive genius for the practical illustration of Technology; the Coast Survey, with its corps of scientific workers; the Medical Museum, with its illustrations in pathology and surgery, superior, both in number and variety, to those of any similar institution in the world; the Meteorological Bureau, connected with the War Department; and lastly, as the flower of highest culture, the Corcoran Gallery of the Fine Arts. It is the apparatus furnished by these establishments, either singly or collectively, that the Trustees and Overseers propose to utilize by establishing, at the earliest possible day, *Schools of Science and Art* in connection with the University. In so far as these national establishments may be utilized for educational purposes, they constitute *a vast permanent endowment*, worth many millions of dollars, but costing nothing in the use that is made of them." \* \* \* [Here follows an outline sketch of the proposed new schools.]

"If our educational system should receive the extension which has here been sketched it would, including the Law and Medical Schools already established, embrace the following distinct but confederated departments:

1. The Preparatory School.
2. The College proper.
3. The Scientific and Polytechnic School.
4. The Medical School.
5. The Law School.
6. The School of the Fine Arts."



# ADDRESSES

DELIVERED AT THE

Fifty-Eighth Annual Commencement

OF THE

## National Medical College,

(MEDICAL DEPARTMENT OF THE COLUMBIAN UNIVERSITY,)

BY

J. C. WELLING, LL. D.,

DR. ELLIOTT COUES, U.S. A.,

AND

T. J. C. MADDOX, M. D.,

MARCH 18, 1880.

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WASHINGTON, D. C.:

Printed by W. H. Moore, 511 Eleventh st.

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# Faculty.



JAMES C. WELLING, LL. D.,

*President.*

A. Y. P. GARNETT, M. D.,

*Emeritus Professor of Clinical Medicine.*

GRAFTON TYLER, M. D.,

*Emeritus Professor of the Theory and Practice of Medicine.*

NATHAN SMITH LINCOLN, M. D.,

*Emeritus Professor of Surgery.*

J. FORD THOMPSON, M. D.,

*Professor of Surgery.*

W. W. JOHNSTON, M. D.,

*Professor of the Theory and Practice of Medicine.*

A. F. A. KING, M. D.,

*Professor of Obstetrics and the Diseases of Women and Children, and Dean of the Faculty.*

EDWARD T. FRISTOE, A. M., LL. D.,

*Professor of Chemistry and Toxicology.*

WILLIAM LEE, M. D.,

*Professor of Physiology.*

ELLIOTT COUES, M. D.,

*Lecturer on Anatomy.*

D. WEBSTER PRENTISS, M. D.,

*Professor of Materia Medica and Therapeutics.*

ADDRESS  
OF  
J. C. WELLING, LL. D.,  
PRESIDENT OF THE COLUMBIAN UNIVERSITY.

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GENTLEMEN OF THE GRADUATING CLASS :

It has become a trite remark that knowledge is power, but knowledge never becomes power in the fullest and truest sense of the term until it is exalted into those forms of "exact observation, precise definition, fixed terminology, classified arrangement and rational explanation," which give to it the character and value of *science*—a form of knowledge in which the phenomena of nature and of man, of matter and of mind, are seen no longer in their merely superficial relations as revealed to the senses, but in those deeper and wider relations under which they reveal themselves to the insight of reason. There is no department of thought which scientific method has not purified, while in the sphere of life and action it is gradually transforming the world, by increasing man's dominion over the forces of nature.

And knowledge, when thus exalted into science, never becomes so truly powerful as when it takes on that energy of position which it derives from being lodged in one of those learned professions which are most tributary to the relief of man in his mind, his body, or his estate.

It is into one of these learned professions that you are formally to enter this night, and entering it as you do, with the power derived from an exalted position in the eyes of your fellow-men, it is fitting that you should enter it with nothing less than the knowledge which has been transformed into science—that science of medicine, by virtue of your proficiency in which you are henceforth to be accredited as masters of the healing art. For this is the special art which you are henceforth to practise among men, and your Alma Mater in giving you a name and a place among those who profess and call themselves Doctors, has first assured

herself that you are deeply imbued with the rational principles of scientific medicine, and that you are armed with the power of science as well as with the power which comes from a high and dignified station. And that she may send you forth with a heraldry which shall give to the world good proof of your great and holy calling, she has authorized me to place in your hands the diploma which is to be the muniment of your title to the confidence of the community, until that confidence shall rest on the better proof afforded by a successful and honorable practice in the field of your profession.

# ADDRESS

OF

DR. ELLIOTT COUES, U.S. A.

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LADIES AND GENTLEMEN:

*Deæ Hygeiæ salutans*,—to the Goddess of Health, greeting.

I lately heard a popular lecturer say, that if he had the world to make over again he would begin by making good health “catching.” And I thought that if he could finish as well as he would commence, things would be decidedly improved.

No doubt the world needs to be reformed in many particulars; but I doubt that this can be accomplished in the few minutes which I owe to your indulgence this evening. At any rate I must decline the undertaking. Nor do I think that any very solid mass of information,—to say nothing more of reformation,—is either expected or required on such occasions as the present, when dry discourse cuts but a sorry figure in the presence of youth and beauty, of radiant faces and quickened hearts, of hopes that find to-night’s fulfilment amidst music and flowers, friends and *health*. The very spirit of such times as these is “catching.” The genius of commencement-night is a perpetually recurring contagion, a perennial *contagium vivum*, whose subtle essence fills our veins with a current that is wholesome, hearty, healthful. What more pertinent, then, to a profession charged with its preservation and restoration, at a time when that profession welcomes its newly-chosen preservers and restorers, than the subject of Health itself—that thing so good to have cannot but be good to speak of.

## § 1.—*The Spirit of Greek Theogony.*

The word “Hygeia,” from which is derived the modern term “Hygiene,” is of Greek origin, and signifies the abstract idea of health—or rather, the actual personification of perfect health. Should we say of a beautiful maiden, “She is the very picture of

health," it would be to liken her to Hygeia. But while material facts and physical conditions are always the same, human ideas, or man's appreciation of such facts and conditions, change as man changes in the ceaseless progress of the human race. Modern Hygiene, in which word we sum our exact knowledge of the laws of health, is not what was Hygeia in the days when imagination ruled the then dominant race of men; the poetry is gone, and only the prose remains. Let us hope that this change is not for the worse; and that Hygeia has a future no less salutary and even more brilliant than her past history. Perhaps one way of advancing so desirable a consummation may be, to see what once was, is now, and hereafter may be, concerning this most precious gift of the gods to men.

What—or rather who—then was Hygeia? She was a Greek maiden, of famous parentage and illustrious lineage, who was so beautiful, so good, and so wise, that in the course of time the whole Greek nation fell to worshipping her, as indeed it was well they should do; at least one other nation followed their excellent example; and I doubt that any of us to-day would not be happier and better for her benediction!

Not very long ago—it was but a few thousand years, and *that* is not much in a world so old as this one—there dwelled by the shores of the many-tongued Mediterranean a people whose glory endures like the light of the sun, to the splendor of whose achievements new lustre seems added as each succeeding century reflects them. Greek genius is one of the fixed stars. From the age that saw the divine spark kindled to brighten a dark horizon, to the age when such Promethean fire flashed from the zenith to illumine a world, seems now but a span of time; but then it was that the soul of the Greek delivered its message to man, and set upon the shores of time that clear, soft, steady beacon-light whose brilliancy still points us on our way, as it streams across the troubled billows of the centuries that have rolled between.

We boast our progress, and especially vaunt our knowledge; too often mistaking drifting for advance, too often confounding wisdom with erudition. That we are wiser, happier or better for much that we now know may be doubted. Not all of us, perhaps, appreciate our indebtedness to Greek genius for much that helps to make life worth the living. Take their language in instance—that marvellous vocabulary, at once clear and copious, pliant and

elastic, vigorous, sonorous, musical, which the Greek perfected as the fitting decoration of his thought, as the setting of the jewels of his poetry and philosophy. He was one of the most impractical, unscientific and satisfied of civilized men. We are the most restless, inquisitive and downright of people. We must have the fact; not content, like the Greek, with the truth. Yet we cannot make a discovery in science, we cannot invent apparatus for investigation, we cannot develop new reaches of thought in science, in philosophy or in religion, but the grand old tongue, a living though a dead language, still speaks through us, supplying the needed word to express our ideas. We owe the very word "idea" to this source; and three-fourths of the vocabulary of science is of Greek extraction. When we have found a new idea—or, what is more likely, have rehabilitated an old one—this inexhaustible language clothes it in fitting expression, and gives us a body for the soul of the thing.

A people's language is a quick touch-stone of their character—the very reflection of themselves—their own expression. If their thoughts be few or many, simple or complex, low or lofty, language marks the difference, and gauges shallowness or depth of the mental stream. Not every classicist—not one dull, cold pedant—knows and feels the perfection to which the Greek spirit finally attained. Only those scholars are permitted to do so who can realize the beauty and the delicacy of Greek ideals. To appreciate the refinement and loftiness of Greek sentiment demands the ability to place the mind in sympathy with exalted intuitions, in harmony with an insight, little less than divine, into Nature. The Greek was a born idealist; his eidolon is wholly beyond vulgar comprehension. If this race of poets and philosophers, of artists and architects, of musicians and dramatists, of orators, statesmen and soldiers—if this people collectively had one distinguishing attribute of genius, which raised them above ruder men, it was their power of perceiving the real in the apparent, the idea in the thing, the truth in the fact, the divine in Nature. Given the form, the body, and they found the thought, the soul. The heart of the oak—the bosom of the river—is it only wood and water? No! Nymphs and naiads are there, and the Greek knew it, because they spoke to him. Substance could veil no essence from the eye of his genius.

But the race were not content to simply discover the inhabitants of groves and streams; their poetic power was beyond this. To the creations of their thought they gave shape and life. Given a quality, an attribute, and Greek genius found for it a body. Every thought was embodied in tangible form; every power, every passion, every affection, each mysterious attribute of humanity was personified with crystalline clearness. The physical forces of nature, in all her varied aspects, were reflected in a cosmogony not to be belittled as mere metaphor, for it meant far more than this to its creators. "Man's place in Nature" was high indeed in those times when he and his environments together reached such dignity—when, as a final step, each superhuman and divine attribute found its apotheosis, each deity its devotees.

A nation which lived so near as this to Mount Olympus would not long remain in ignorance of the inhabitants of those heights; and minds which held such converse could people a Pantheon with the visible forms of their gods. Mortals who could paint and carve divine ideals would not long sigh in vain for the companionship of immortals. Greek theogony,—that vast, all-comprehending system of Pantheism,—was not content to people the sky with celestial beings; nor did Greek philosophy leave men to walk the earth alone unaided. If heaven and its inhabitants were indeed brought lower down, earth with its human burden was raised higher up, till the two were one. Men looked to their living heroes to be led onward and upward; heroes turned their eyes and hearts still higher in the hour of need; mortals met immortals on common ground; and humanity, through throngs of messengers more than human, scarcely less than divine, had commerce with the gods.

Granted, that this was better suited to the civilization, however high, of long ago than of the present; granted, that Zeus, the Greek Thunderer, finds his prototype in Manitou, god of the storm-cloud to the most unlettered savage; granted that any Polytheism, however pure and perfect, may be but a necessary step toward a monotheistic faith—we may still be lost in admiration of the beauty of Greek ideals; we may still revere that pliant and elastic theogony which Greek genius evoked, for the good it did to men; nay, we need not entirely exclude such a system from those conceptions which have arisen and been fostered in the spirit of

Christianity. To the lofty Greek mind, nothing that was natural could be sordid, mean, unworthy; and nothing seemed more natural and real than the intercourse of gods with men, in every conceivable way, in every imaginable shape, for all possible purposes, in all affairs of life. The idea was not theirs: they simply clarified and beautified one of the most universal of human sentiments. Since when Mosaic record fixed as the time that man, made in the image of his maker, was inspired with the breath of life,—since when the grand old prophet trembled before the burning bush,—since when the spirit of God descended upon a woman, the fruit of whose womb was not less god than man,—since when went up the last prayer that made a human being stronger and better, humanity and deity have been face to face.

The nature of such communion can never have varied, for the factors have always been the same; but its expressions are as diversified as the races of men, as the periods of the world's history. We have here simply glanced at the reflection of the universal truth, as mirrored in Greek theogony. But this is of such surpassing beauty that no Christian world can afford to forget it—that no world will let it die.

But nations, like men, are born, grow to maturity, decline and pass away. It came at length the time of the Greek to die as a nation. His heroes lost their nerve. His poets sang themselves to sleep, lulled by their own fancies, and dreamed their lives away in visions inexpressible. The lotos covered the land. The faces of his gods were veiled; their hands melted in the mist of a new morning. He was supersensitized, and refined away from the face of the earth, where there was no place left for him when the woods and rivers no longer spoke to him. The current of a ruder, sturdier course of empire was about to overflow the land; he could not stem the tide of the martial spirit of Rome. Why should he wish to live, when life became a draught of better hemlock, poison to the blue blood of his veins? Why should he fear to die, with immortality won? Socrates had not lived in vain: bury him if you can catch him!

The glory departed; legendary and heroic Greece was no more; but the race was never left to decline and decay. The wings of Pegasus were never clipped. Horse and rider were translated when they vanish in the blue æther. Together they had drunk

at the fount of Pirene, and spurned the ground but to leave behind them

“Footprints in the sands of time.”

When the earthly mantle fell away from this people, and we began to see the soul of the race, it was found that the Greek legacy to the world was a model both of thought and of expression. They had perfected their conceptions, and given them perfect form. In a word, they had realized their ideals, as well as idealized the real; and the marvellous fabric of Greek mythology stood as firm and as fair as a temple of Doric, Ionic, or Corinthian architecture. Olympus, where the gods dwelled, seemed no less real than the Pantheon where the statues of the gods were erected. No one knows where sober history ends and myth begins to spin the legendary thread. Euripides—Sophocles—Æschylus—men, of course, like ourselves; Homer and Hesiod, doubtless; but how about Ajax, and Achilles and Agamemnon and the rest of the heroes, heralded in the same breath that sung of white-armed Juno and blue-eyed Minerva? It is a wonderful sliding scale down from celestial heights to the level ground whereon these heroes fought, loved, and died. The point appears to be, that whenever Greek genius saw a divine attribute, it invented a god to possess, express and personify the quality; whenever a man was found to possess divine attributes, it deified him, and was spared the trouble of invention. It is wonderful how in those days they fitted bodies to souls, and souls to bodies, till they acquired a countless throng of gods, demigods and heroes, of both sexes and all ages, good, bad, and doubtless in some cases indifferent.

Now if it can be an accepted saying, that “cleanliness is next to godliness,” a Greek may surely be pardoned for imagining that there is an element of the divine in perfect health; that “the picture of health” should be held worthy of adoration; that health in the abstract should be first personified, then deified, then worshipped. In fine, Hygeia became to him not only a possibility, but a necessity. Hence this beautiful goddess, with her temples and statues, her shrines, priests, rights and votaries, her endless benefactions.

## § 2.—*Hygeia and her Father.*

But what was her origin? Had she parents and relatives, like

the rest of us? Assuredly she had, as the story goes. I have said that she came of famous parentage and illustrious lineage. A poetic genius which ascribed even to Zeus himself an ancestry would not be at fault in discovering the origin of Health. And the discovery is complimentary to the medical profession—especially considering the then youth of that profession. Hygeia was the daughter of Asklepios (or Æsculapius, as his name is oftenest written), god of medicine, and grand-daughter of no less august a personage than Apollo. How this came about may easily be made known by going into some particulars of a family history, held to be authentic, and certainly very curious and suggestive.

Doubtless medical art began when the incipient man of the prehistoric period first plucked a thorn from his naked foot, or plunged his head in the brook to cool his fevered temples. But for countless centuries it had lain so closely swathed in superstition, in priestcraft, witchcraft, and every other symptom of ignorance, as to be unrecognizable. To pass over such long period of its hypothetical existence, we may assume that it first took unmistakable shape in the person or in the personification of Asklepios, and first became a guild or school among his followers, the Asklepiades. Asklepios may or may not have been of flesh and blood. There may or may not have been a person of that name who established the healing art by his exceptional knowledge and skill. The conception is not less real and true—and it is more vivid—if he be the personification of the art, deified as time went on. Such, at any rate, Greek genius finally made him, and the legend as completed may be read in any classical lexicon, or any treatise on Greek mythology.

Asklepios was the son of Apollo by the nymph Koronis, by some said to have been a princess of Thessaly. Koronis proved unfaithful to her divine spouse, and was slain by him in anger while she was quick with his son. By some miraculous means, however, the life of the future god of medicine was preserved. This circumstance need not be accounted the first recorded instance of that surgical operation to which we owe the name of Cæsar and the title of the German Kaiser. It is of a part with countless myths, that make miraculous, or surround with marvels and portents, the birth of great teachers and leaders of men who have founded religious creeds or established systems of philosophy. Seeming in their greatness to be superhuman, their origin cannot be

considered by the collective ignorance of men to be simply human and only natural. History, both sacred and profane, teems with such instances, from the Mosaic record of our alleged first parents, though numberless supernatural conceptions to the nævus-marked heroes of more modern romance. The sad fact of his wife's infidelity was brought to Apollo by a raven, whose ungracious officiousness the outraged deity punished by turning the bird from white to black. From that moment the bird has always borne the same brand of infamy; and would that the breed of impertinent gossips and scandal-mongers who meddle with what is none of their business were as well marked as that bird of ill-omen, whose sable wing is fraught with discord, whose harsh croak bodes evil to all! Young Asklepios was sent to learn of the Centaur, Chiron, a famous pedagogue of those days, who had the training of many a doughty hero and god in embryo. We may be permitted to draw a modern lesson from this fact; for Chiron was half man, half horse, and we know that comparative anatomy and comparative physiology are two foremost pillars of our profession. Asklepios became learned in the medicinal virtues of herbs, and in the secret arts of compounding cures; and in due course became so great a doctor that he actually raised the dead. Here is another curious moral for our present edification. We know how modern science has had to fight for every inch of territory against every form of sham and humbug, every phase of ignorance and bigotry, whether sanctioned or not by the prevailing fashion of human belief; for everything that becomes known is something taken from the accumulated superstitions of our race; and those who trade in our plentiful lack of knowledge in various matters have their capital decreased thereby, and their power lessened. Now it happened that the professional exploits of Asklepios came to the notice of no less important a personage than Zeus himself. The Thunderer was jealous of the bold physician, who had signalized his god-like prerogatives by such an advance upon the kingdom of heaven. The skies trembled, the bolt sped from the hands of an angry and offended god, and the noble benefactor of the human race was struck by lightning. For the king of Olympus was afraid, says history, that men, being possessed of the means of triumphing over death, should cease to render homage to the gods. This part of the legend has pith and point in its obvious application to certain

questions of to-day. Whichever side we may take, according to the way we are in the habit of looking at such things, there remains with our profession the honor of having originated a crusade against ignorance which has never ceased, and of having frightened Jupiter in the very opening of its illustrious career.

Of divine origin and superhuman powers, so great a personage as Asklepios would not lack followers and worshippers. He was placed among the lesser gods; temples and statues were erected to his memory; festivals in his honor were celebrated with due solemnity at Epidaurus and elsewhere; and the first medical association was formed in the persons of the Asklepiades, his adherents or reputed descendents. The current version of this affair is, that these consisted of several families in different parts of Greece, who professed to have certain secrets acquired directly from their great progenitor. The candidates for admission into the mysteries of the art were required to swear, by Apollo, Asklepios and the rest of the gods and goddesses, never to divulge the secrets except under prescribed circumstances. Medicine was long, in fact, a sort of family tradition and the exclusive property of the Asklepiades. We can understand better, after this glimpse at the infancy of the art, that famous tradition, or rather institution, of medicine, the *jusjurandum Hippocratis*, or Hippocratic oath; for Hippocrates, the celebrated physician of Cos, and a contemporary of Plato and Socrates, was reputed to be a lineal descendent of Asklepios, the seventeenth in the direct line of descent from the father and god of medicine.

Asklepios, as we have seen, was a married man, as all good doctors are or hope to be. His wife was named Epigone, "the soothing;" and let us trust that she was no satire on the name. He had several sons who distinguished themselves in various ways, and some daughters, one of whom was destined to achieve a place among Greek divinities, and be worshipped as the goddess of Health. This was Hygeia. One of her sisters was *Ægle*, the shining or brilliant one, representing the bloom of perfect health. Another was *Panakea*, or the "Cure-all," especially entrusted, we may suppose, with the *materia medica* of the profession, and whose name still survives in the word "panacea." But Hygeia, fairest of them all,—she who was health itself,—is the central figure of this charming group.

The representations of Hygeia which have come down to us, and the descriptions of those who have portrayed the bright goddess, are sufficiently concordant to give us a clear idea of the impersonation. She is figured as a beautiful young woman of perfect symmetry of form, draped in a flowing robe only girt about the waist with the cestus, in an upright attitude suggesting rather activity than repose. Sometimes she stands alone, sometimes, by beautiful allegory, she leans upon her father Asklepios. The face is one of benignity, beaming with the expression of active benevolence; it is at once earnest and smiling, and full of her grateful mission. One arm is outstretched, bearing the patera, or cup, in which is the healing draught she extends to all; while round her other arm, or encircling her body, sometimes drinking from the cup, is the symbol of perpetual youth, the serpent.

This latter emblem requires passing notice in connection both with Hygeia and her father; for Asklepios is also figured with the serpent coiled about the staff he carries or on which he leans. A creature without limbs, yet swift in running; one which appears to live for an indefinite time without eating, yet at times devours animals exceeding itself in bulk; one which swallows its own young without harmful result; one that may bring forth alive or lay eggs; one which sheds its own skin; one whose bite is fatal—this compound of anomalies figures more extensively than any other creature in mythology, always indeed in the same shape, but with protean symbolism. Thus we must seek in any given case for the special significance of its representation. In the present instance, the symbol is that of rejuvenescence, or renewed youth, from the circumstance that the reptile sheds its skin, and so appears to perpetually renew itself. Among various explanations of the special pertinence of the serpent in this case, there is one which is certainly ingenious enough, and doubtless as true as any other. The legend runs that Asklepios had once a case of great difficulty which long baffled his skill. The patient was a person of consequence, and the royal physician was shut up in a place where ingress as well as egress was denied, until he should discover the necessary remedy. In the midst of his unrecorded cogitations (and I fancy that much that goes on in doctors' minds is left for patients to imagine), there suddenly appeared before him a serpent, which he killed in anger at the intrusion, or perhaps in fear

for his own safety. Forthwith, however, appeared a second reptile, the mate of the first, bearing in its jaws an unknown herb. Acting on the inspiration of the moment, he applied the herb to the creature he had just killed, and restored it to life. Reflecting that an herb of such extraordinary virtue as this might be equal to the emergency on hand, he used it on his patient, and saved the case. Thenceforth the visible sign and means of his inspiration became sacred to the healing art; and the image of the serpent, always afterward represented with Asklepios, continued to be figured with his daughter Hygeia.

Turn back in fancy now the flight of time, and let imagination paint a scene of the days when a visible goddess of health was worshipped. On many a smooth declivity along the beautiful shores of Greece—when she was “living Greece”—on many a bright and chosen spot, whose fadeless green was forever watered by some hidden spring, *vitrio splendidior*, like Horace’s fountain of Bandusia, stood the white and carven temples of purest form, each one a crystallized breath of the Greek’s beauty-passion, wherein the mothers who reared heroes to glory on the “ringing plains of windy Troy,” and wherein the youths of a demi-god race, to whom weakness was misery and disease disgrace, worshipped their high ideal of health, Hygeia the free, the wise, the beautiful. No footstep of the sick or feeble ever pressed the emerald sod around these snowy walls; no moan of pain, no exhalation of decay, could ever dash with taint the fragrant purity of the atmosphere. None but the sound and strong could ever minister there, or receive the blessed oracles which came in dreams to the devotees sleeping at the foot of her shrine. Flowers by hands as fair, hymns in blithe Doric and terse Attic were offered, to a goddess whose power lay in the knowledge and possession of that gift, after life itself the most desired, and life’s best adornment—perfect health.

Next to Venus the most beautiful, after Minerva the wisest—and sometimes associated with Jove’s haughty daughter as *mens sana*—that splendid form, with which, in ivory, silver, and gold, the sculptor’s chisel clothed the goddess for human vision, presented every proportion and expression which perfect the charm of beauty:

And love supplied suspended breath,  
To the sculptor’s marble sleep.

Full and firm, yet delicate was the shape, perfect in the loveliness of tapering limbs whose moulded outlines only dreamed of the muscles unseen. The splendid curve of the hip and shoulder, the swelling bosom, the well-poised head, with a face whose large benevolence, whose gentleness and repose mingled with sweet active charity, all-informed and exalted by the ineffable brilliance of a birth celestial, "from death and eld exempt"—all these combined to create a charm over which race after race, long gone from the surface of the "wide-spread earth"—over which chronicler after chronicler, from Pausanias to Grote, have lingered in loving description. Alone, in the white splendor of her deep-breathing, eternal and sacred health, or leaning with perfect symbolism upon her great father, had she ever the patera of healing draught within her grasp, ever around her wound the mystic serpent. Simple—sweet—like a breath of immortal fragrance streaming far from fairest Thessaly and Argos and all the lands of the "well-greaved Greeks"—comes down to us the idea of the worship of Hygeia. To Adonis the pipes and cymbals and the wild ecstasy—to Cybele, "Mother Cybele," the drum, the clashing brass, the dance of Mænads crowned with ivy—to many a god and goddess the sacrifice of beast and bird and the dread rites of the inner temples—but to Hygeia the pure and strong, to Hygeia the sweet and restful, was dedicated the entourage of Nature in Nature's softest, brightest mood, the fragrance of grass and flowers, the close and exquisite worship of Nature's rest in sleep, winning revelations in dreams whose meaning was healing, whose mission was life!

### § 3.—*Modern Hygiene.*

Something like this was the imagery with which the poetic Greek clothed the idea of the healing art, such the sentiment he wove about the personation of the health believed to flow from the practice of the medical profession. How changed the picture now before us in this busy, this learned, this very material age! But health is as precious now as then, and no less beautiful remains the figure of Hygeia, though we see her with different eyes, through another atmosphere, with all the modern improvements in the insignia of her blessed office; while her temples and her rites are of this age, not of that. Yet it is but the rehabilitation of an old idea—all

great ideas are old ; we only furbish them over to suit the fashion of the day. Long ago they said, for example, that the sun was the source of life ; and they fell on their knees to him accordingly. To-day the voice of modern science declares the same thing, using the terms “solar heat” and “molecular motion;” only we would rather weigh and measure and analyze the sun than worship it. It may be a question : with all our erudition, which is the wiser course ? That, I suppose, each one must settle for himself ; I would only suggest, that if any one finds himself better or happier for worshipping the sun, he will be wise to do so. Three thousand years ago, the Greek knew less of medicine than every medical student forgets in the interval between his graduation and his first patient. Dissection was impious and horrible ; for he whose body was not burned or buried was doomed to wander a hundred years before the grisly Charon would ferry him over the Styx. The human body was an inviolable sanctuary, whose hidden structure and workings were more than Eleusinian mysteries. Disease and recovery, like all other affairs of men, were at the mercy of the gods ; life and death but the spinning of the thread, and its suipping, in the hands of the inexorable Sisters. I do not know, however, that the actual *facts* in the case are any more different than may be explicable upon consideration of the difference in the climate and food of Greece and in the national temperament, as compared with our own. Even in our attempts to explain and describe diseases, we still unconsciously use expressions that show a lingering substratum of the old mythology. Nothing is commoner, even in technical language, than an implied personification of disease as a real entity. We say of one, “disease attacked him ;” of another, “the disease left him.” If sharply interrogated, we should doubtless reply, that this is merely figurative language. But I think that one of the triumphs of modern medical science has been to weaken the metaphorical character of such language, and strengthen it into an expression of literal fact. This I may be able to show by some illustrations I shall offer in the sequel. At any rate, such sayings as I have just quoted serve to denote our thoughts to be still linked with those of the period when disease was an enemy invading the body from without, and making strife within, until it was either expelled, or else it triumphed in death. For countless ages men have sought to *drive out* disease as a something

which, whether spiritual and volitional or not, had entered into and taken possession of the sick man; and such is actually the present professional practice in many nations. The devil, in short, is in the temple of Hygeia, profaning her sanctuary; and how shall the evil spirit be expelled? That is, I maintain, as much the question now as then, only we put it in technical terms; and the strict scientific accuracy of such belief is the more clearly perceived the brighter burns the light of science. It is never safe to ridicule or ignore those beliefs which represent the cumulative experience and the aggregate wisdom of mankind. All science, that is to say, exact knowledge of the laws and conditions of things, is little more than a winnowing and sifting of grain from the storehouse of human experiences. The modern cult of Hygeia needs little change to reflect in the prose of fact her worship in the heroic age. Let us see about this, as we translate the poetic legend into technical phrase.

The human body is a microcosm—a little world complete in itself; a limited monarchy where will is sovereign, with certain constitutional limitations. It is the most complex product of Nature,—who, given only living protoplasm to work with, has succeeded, after countless ages of experimentation, in turning out a man. The internal operations of this complicated mechanism may not inaptly be compared to the social workings of the most civilized nations. Every person's body is in fact a community—a real society or actual collection of individuals, each having its own office or occupation, and all working together in harmony for the common good of the state. Each human body is composed of a myriad separate, distinct, and independent bodies, each as perfect and complete an animal after its kind, as is man himself, the sum and substance of them all. These lesser creatures I speak of are the cells into which the body is resolvable. Each cell has its own birth, its own life, its own function, its own growth, maturity, decay and death. The physical life of any human being is but the cycle of birth—life—death, of the animalcules that make him up. This is no metaphor, but sober literal fact. To estimate the myriads of such little creatures in the adult human body is impossible; could we count them, however, this would be but to take the census of the population of the human body politic. We know that at one moment in the life of each human community, it was not a

community, in fact, but a single cell resulting from the fusion of two. He next consisted of two cells; and so on; and the census increased until the state reached its full proportions, when, for the allotted period of national existence, the population remained stationary or nearly so. As civilization advanced in the infant human colony, the cells, or individuals composing the community, which were at first all of one trade or calling, separated into different guilds and castes; until, in the highest state of developement possible to this kind of organization, the human fabric, like that of any other society, represents one very complex set of interrelations between the elements composing it, under "the reign of law."

To use scientific words for a moment: The human body is a collection of living animals of the class (*Rhizopoda*) of which the common *amœba* may be taken as the type. Our "mortal coil" is a nest of *amœbæ* of different genera and species. Brain is a mass of very active *amœbæ* with protrusive pseudopodia. Cartilage is a set of encysted *amœbæ*. Bone is an aggregation of the calcareous skeletons of *amœbæ*. And so on.

Now, so long as all the multitudinous members of this human society,—so diversified in their zoölogical characters as well as in their tastes and pursuits—work harmoniously together for the common good,—so long as every body does his whole duty and minds his own business, all is well with the state. But no great nations run their race in perfect peace. Trouble comes sooner or later, as it always has since envious Strife threw the apple of discord into the council of the gods. Peace of the body physical is threatened either by internal dissension or by attack from foreign foes. The temple of Hygeia is assaulted and forced from without; or impious priests profane the sanctuary.

Under such circumstances, what actually happens? In what does it consist, to pass from the state of health to a state of disease? Without going into a medical disquisition, which would be foreign to the proprieties of the present happy occasion, it will suffice to point my meaning to say that nearly all physical ills may be thrown into one or the other of two broad categories: Those that arise from the attacks of parasites, and those that do not so arise.

Most diseases, not of parasitic origin, result from defective or morbid nutrition. The commissariat is out of order; either the supply is insufficient, or it is of poor quality, or otherwise unsuited

to the wants of the body politic. The cells grumble; mutterings of sedition are borne on the air; mobs of cells fill the streets, hurrying hither and thither, and gathering in angry crowds at the corners. Meanwhile, the laws of health are silent amid the arms of riot and insurrection. Internal dissension disturbs the equilibrium of the forces that cause the community to cohere. If the revolt is not quelled it may break up the government—and this physical government is one which, once destroyed, is never rebuilt, the body which vital force had raised to its high estate being handed over to the vandalism of chemical dissolution. In such a case as this we may despise no remedy that offers. Such an emergency is often best met with lynch law—anything is best that will quell the riot and restore the balance of power to rightful hands. So we may find in philosophy a mitigation of all ills that have been—in religion a solace for all that may be; but there are stirring times in the affairs of men when the kingdom of mustard comes, and there seems to be a world of promise in paregoric!

But such disorders, or interferences of function, arising wholly from within, though frequent enough, are not in the aggregate the most serious of the evils that threaten the rule of Hygeia. Most of her wars are waged not against domestic difficulties, but against enemies without her walls, who gain insidious entrance, and then, like the wooden horse of the Trojan war, discover a host of foemen and bring a thousand woes. Few persons, probably, outside the profession, have any idea of the immense number and variety of diseases that come from the attacks of parasites. Not vermin, of course, nor even worms; though these are parasites, I do not mean any such large and highly-organized ones as these. I refer to an inconceivable host of microscopic creatures, just as much alive as we are, though excessively small in size. We are all familiar with the phrase, "the seeds of disease;" how literally true it is few imagine, and fewer still appreciate. And yet, to "sow the seeds of disease" is as exact a scientific statement of what actually occurs in the cases of most or all endemic, epidemic and contagious diseases, as is the statement that a farmer sows wheat; and in either case the result is likely to be the same—a good crop.

The revelations of the microscope, says Leidy, are perhaps not exceeded in interest by those of the telescope; and I will add that

they have far more important bearing upon the welfare of humanity—as much more important as is the science of health more important than the science of mathematics. Without that mechanical marvel—that optical instrument more wonderful and more potent than the lamp of Aladdin—we never could have evoked that genius we call *the germ theory of disease*. It explains the essential nature of many diseases, and thereby puts us in the way of tracing them to their hidden strongholds, to ferret them out. For to know more of the nature of disease is surely to brighten the prospect of being able to remove it.

I have said that the human body is compounded of a multitude of little animals, “all of different face and features.” All animals whatsoever, which consist of more than a single cell, are similarly thus compounded. But there are more animals in the world than were ever dreamed of in your ante-microscopic philosophy—not a few, in fact, which were doubtless in Noah’s ark unbeknown to the patriarch. Inconceivable myriads of tiny creatures, as alive as we are, and no less perfectly fitted for their own way of living, fill the earth, sea, and air. Many of them have been made to pass in orderly procession across the field of the microscope, there to be classified in genera and species by the scientist, as an army is reviewed by its commander-in-chief. Well for us that we have come to know them; for these minute organisms, these specks of living matter, too low in the scale of life to be referred to any recognized classes of animals or vegetables, are an army of occupation. In many diseases besides those currently recognized as contagious, they are the actual germs or seeds of disease. So long as they stay where they belong, they may interest only the scientist, or the student of pure knowledge. But they are also the invading host which threatens the citadel of health, and against whose attacks the efforts of the wise physician must be incessantly directed.

Parasitism, though a seeming paradox, is a phase of one of the broadest laws of nature, namely, that animals shall live upon each other, or at least at each others expense, carrying out the great Malthusian principle of that perpetual struggle for existence in which the weakest infallibly goes to the wall—Zeus of old or his orthodox successor to the contrary notwithstanding. But how far most persons are from comprehending the full working, or ap-

preciating the full force, of the mighty murderous law! The entrance of the tiny creatures, which we have learned to recognize as the germs of disease, into the human body is simply parasitism; just as when the cuckoo lays its egg in another bird's nest. There is a microscopic world of life that develops only in the bodies of larger animals, because there only they secure the requisite conditions of their existence. Once introduced, these germs develop, multiply; and the result of their presence is at the expense of the health if not of the life of the host on whose tissues they are nourished, or with the performance of whose functions their presence is incompatible.

To recur to the simile of the body politic:—Such organisms are a foreign element in our population who will not or cannot obey the laws of the state. Disorder is the inevitable result, marking the conflict between opposing constructive and destructive forces—between the conservative, cohesive power of the lawful community of cells, and the attempts of the enemy to disrupt the colony. “Symptoms” of disease are the banners of opposing hosts; “disease” is the fight itself; and as the tide of battle turns, so the sick man recovers or dies.\*

Such warfare as I have outlined is about us always. What with insurrection within, and attack from without, no one knows what moment his body may become a battle-field, with his life on the issue of the doubtful contest. So long as this strife goes on—so long as the story of human life is an epic recounting a thousand woes that send the souls of heroes to Hades whilst the will of Jove is being accomplished—so long will the temples of Hygeia be in danger that can be averted, if at all, by the fidelity of her votaries, and the vigilance of those who are the lawful custodians of her image.

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\* As I have said that the human body consists of a collection of amœba-like animals of various genera and species, so I will add: That a scientific nosology, comprehending all diseases in which parasitism is concerned, is tantamount to a zoölogical classification of the microscopic organisms which cause such diseases, coupled with their geographical distribution in the tissues of the host; and further, that various alleged or observed changes in “types of disease” are explicable upon the theory, that new genera and species of such organisms are in the same process of evolution that we know to be going on in higher animals and plants.

You are enrolled to-night, gentlemen, among the recognized keepers of the gates. Read your diplomas "between the lines," and you read there an oath of office, more binding, more sacred, than the *jusjurandum* of Hippocrates, because you have more knowledge and more power than he possessed; and power paces an equal step with the responsibility for its exercise. Do not suppose for a moment that the temples of Hygeia are demolished, that her image is broken. Do not forget that you are invested with robes of sacerdotal significance; that you are priests in authority, to assist in holy observances, to nourish the flame, to enforce the law. So long as the blessing of health is to be sought and dispensed, so long may you pronounce Hygeia's benediction with full authority. But how will you picture to yourself the image of the beneficent goddess? How will you still erect temples to her honor? And how will you persuade people to enter therein?

The Greek, as I have told you, left us models of thought and expression. He knew nothing, indeed, of protoplasm or of evolution; but he knew some things worth more than these, perhaps, to him. He knew what he was about—what his nature needed—and how to get it. Then let the figure of Hygeia remain—it is beautiful as it stands, and little change in the emblems of her office is required to adapt that statue to the genius of this age. Turn the cup she bears into the test-tube, and seek with your subtle reagents the chemistry of disease. Take from her arm the serpent,—that too pliant instrument of ignorance and deceit,—turn it with its glittering eyes into a binocular microscope, and seek out the anatomy, physiology and zoölogy of disease. Marvellous transformation! For Hygeia of the nineteenth century is before you, more beautiful than ever because wiser, no less ready and more able than before to shower blessings upon her votaries. How now will you worship her—how receive and dispense her good gifts? I know not indeed what were her mysterious rites of old; but, whatever they were, with significance a thousand-fold increased will you observe them, by studying, by teaching, by practising and enforcing the LAWS OF HYGIENE.

Faith will not suffice without good works; vows and votive offerings may be exchanged for more essential sacrifice of passion, appetite and every harmful habit. The temple of Hygeia is no longer a question of pillar and post, of nave and transept; it is be-

come a matter of temperature, of ventilation, and of sunlight. The letter of the laws of physical well-being passes with the ages, but their spirit remains. Study to interpret that aright, strive to obey it perfectly, and you will render unto Hygeia the things that are hers.

One word more, gentlemen, and I finish a message which, for your pleasant remembrance of this evening, I wish were stronger and better. The goddess of health has been worshipped for centuries; but has not this beneficent divinity yet other triumphs in store through your own devotion to her cause? Sincerely I trust so! The history of our campaign against her foes shows many a well-fought field and won. But there are many yet to win. Why should not each one of you become the hero of at least one battle, in the discovery of one new hygienic fact or principle? Many diseases in succession have already capitulated to the discovery of their nature and causes; and it has consequently become positively disreputable to have them. Look to the time, and hasten it, when all disease shall be disgrace—when the human body itself shall become a living temple, consecrated to the goddess of health.

The profession of medicine makes one more demand upon you; it demands that you be eager to offer yourselves as the final sacrifice to Hygeia; for her perfect triumph brings cessation of your office. As your efforts tend toward the extinction of your own profession, there is something of the martyr spirit required of you henceforth; for were Hygeia sovereign, as you strive to make her, the practice of medicine would cease.

In classic times her statue often leaned upon that of her father—health waited on medicine, looking to the god for support and protection, as became her youth. But look you to the time and hasten it, when this attitude shall be reversed—when a decrepit man shall take his daughter's hand—when, full of years and honor, the grand old god of medicine shall sink to rest, blessing the fruit of his life, Hygeia. To this hope I welcome you—to its fulfilment I bid you God-speed!

# VALEDICTORY

BY

T. J. C. MADDOX, M. D.

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LADIES AND GENTLEMEN :

In behalf of the class of 1880, now about to separate, I would extend to you the most cordial greeting, and express my thanks that you have come to gladden our commencement by your presence and kindly interest.

There was a time, which now appears as but yesterday, when this occasion seemed hidden in the far distant future. From the beginning of the first to the end of the last university year, the race to us seemed a long one, but during the most tedious and trying hours we never failed to look forward to this occasion, when we in turn might look back upon the three years so full of pleasure as to obliterate every recollection of petty trials.

It is a pleasure now to scan the past at a glance, and it is a gratification for us to know that, though it has been so pleasant and so like a dream, it still possessed many of the elements of stern reality.

But, above all, it is a source of pride and congratulation with us to feel that we have run the race entire, have followed to the end, have safely reached the students' harbor, and at last witness the day which we cordially invite you, with us, to celebrate. To-day begins our first experience of that life to which our three years' sojourn at this honored institution has been but a prelude. We have here listened to the wooings of scholastic ambition, and urged on thereby to more vigorous exertions, have painted for ourselves a future of success.

To-morrow we may hear, perchance, the passionless voice of stern necessity that makes itself felt, as well as heard. To-morrow the land, the age, humanity will watch us in the gladiator's grapple with needs as gigantic as any of the foes of ancient

heroes; humanity—ready to bestow the laurel upon the victor, but with few tears for the vanquished. Again I bid you welcome.

GENTLEMEN OF THE FACULTY:

To you, our beneficent instructors, who have been—

“To our virtues very kind,  
To our faults a little blind,”—

to you, from whom we have received that culture, admonition, and sympathy which elevates, purifies, and ennobles life, we, the class of '80, would join in one acclamation of farewell, mingled alike with pleasure and regret. At your feet we have sat and received that development of mind which gives confidence to a student and sends him forward, strong in the consciousness of his power, to a future of glorious possibilities. Hitherto our condition has been one of dependence; in the future, no oracle will direct our actions, no seer will vouchsafe wise counsels. For you, gentlemen, whose pleasure it has been to “mould our intelligence and instil truth therein,” we entertain feelings of grateful reverence, and ever may that reverence impel to deeds and actions that will merit and retain the confidence which you have reposed in us. To you we return our heartfelt thanks for all that you have been to us, and all that you have done for us. At our hands you need no words of praise, for, farther than any words of ours could reach, you are known, and loved and honored.

Classmates:—This day marks the period of transition in our existence—the passing from the old into a new being. Thus far under the tutelage of beneficent protectors, animated by like sympathies and impulses, have we advanced as a band. To-day, with no hand to guide us, we separate, each to take upon himself the performance of those duties for which his instruction here has qualified him.

Glad as we are to enter this new phase of life, we cannot leave the old, with its joyous scenes and fond recollections, without a tinge of deep regret.

With a thousand fond remembrances we this day sever our relations as a class; and, as when years ago, as youths about to leave the paternal roof, we loitered upon the threshold to receive the

last words of affectionate counsel that fell from the lips of our devoted mothers, so to-day we linger about the shrine of our Alma Mater, in fond expectance of farther parting counsels. To these college scenes and associations, the memory of which will ever live and grow green in our hearts, we would utter no mere formal farewell; the eye grows moist, and secretly sheds its tears—thoughts of the past in quick succession crowd the brain, and the heart struggles and swells with inward grief. Upon this occasion, then, at once gladsome and mournful, I invite your attention briefly to the subject of *self-reliance* and *individual effort*. There is an old and well-tried maxim, familiar to all of us, which embodies in a small compass the results of vast human experience—"Heaven helps those who help themselves." This spirit of self-reliance is the root of all genuine growth in the individual, and, when exhibited in the lives of many, it constitutes the true source of national vigor and strength. Assistance from without is often enfeebling in its effects, but help from within invariably invigorates. Whatever is done for men or classes, to a certain extent, takes away the stimulus and necessity of individual effort, and leaves them just so far comparatively helpless. It is what men do of themselves and by themselves that entitles them to an heirship "of all the ages in the foremost files of time," and gradually, little by little, leads struggling humanity up towards the *summum bonum* of terrestrial existence.

We will to-morrow enter upon the fierce battle of life, having so far passed through only the preliminary skirmish. In this contest the Medical Department of the Columbian University can give us no farther aid. For the future, we must depend on ourselves.

Unfortunately, in all times men have been prone to believe that their happiness and well-being were to be secured by means of institutions, rather than by their own conduct. This is the direst fallacy, for no institution can make the idle man industrious, the thriftless provident, the drunken sober. On the contrary, all experience proves that the worth and strength of a state depend far less upon the form of its institutions than upon the character of its men. For the nation is only the aggregate of individual conditions, and civilization itself is but a question of personal improvement. If this view be correct, then it follows that the highest

patriotism and philanthropy consist not more in enacting laws and rearing institutions of learning, than in helping and stimulating men to elevate and improve themselves by their own free and independent action.

The noble profession we have chosen will afford us abundant scope for individual effort and room for self-improvement. The great high-road of human welfare lies along the well beaten pathway of steadfast well doing, and those of us who are most persistent and work in the truest spirit will be sure to achieve the greatest success. Fortune has often been blamed for her blindness, but fortune is not so blind as men are. Those who look into practical life will find that fortune is always on the side of the industrious, as the wind and the waves are on the side of the best navigator. Success treads on the heel of every right effort, and though it is possible to over-estimate success to the extent of practical deification, still in any worthy pursuit it is meritorious. The qualities that insure success are not extraordinary; they may for the most part be summed up in these two—common sense and perseverance. Genius may not be necessary, though even genius of the higher sort does not despise the exercise of these common qualities. And what after all is genius? John Foster held it to be the power of lighting one's own fire. Buffon said of genius, "it is patience." Let us go farther and prove of genius that it is the power of making individual efforts.

The lives of the great men of our profession afford striking examples of the results of personal effort and patient industry. Sir Charles Bell spent forty years of unwearied labor in the prosecution of his discoveries relating to the nervous system. Previous to his time the most confused notions prevailed as to the functions of the nerves, and this branch of study was little more advanced than it had been in the days of Democritus and Anaxagoras, 3,000 years before. Sir Charles Bell took an entirely original view of this subject, based upon a series of careful, accurate and oft-repeated experiments. His life was a wonder of untiring energy. I will not stop to recount the successes which have crowned the efforts of individual members of our profession.

The problems of medicine are not yet all solved. There are still many that will require in their solution the most painstaking investigation. Address yourselves to these in the course of your

professional career, for he who devises schemes whereby to lessen human suffering will be ever rewarded by the gratitude of generations yet unborn; and if we would be successful as individuals, if we would aid in the onward progress of man it must be by a life of untiring activity. This is the foundation upon which we may rear with safety the superstructure for future usefulness; and while this active life exerts so potent an influence on the individual, it must likewise affect the profession, for after all the man makes the profession, not the profession the man. The condition of the professional world to-day is due to the lives and talents of those of whom it is composed, and to secure eminence in it, it requires a mind aided by a strong hand, sustained by a firm will, and urged on by an honorable purpose. This and this alone will make a man's professional life successful. We, then, have more to live for than a name, more to strive for than riches, and more to long for than power.

I congratulate you one and all upon the happy auspices of this occasion; the time has come to say farewell. Three years ago we met as strangers and entered upon the trials and pleasures we have passed through together. In the retrospect the pleasant, happy hours alone remain in our memory, and it is sad to think that these hours are already on the page of our lives that can never be re-written. After to-day we shall never again be gathered together as a class. Each will be called his separate way, and there will remain no tie between our hearts but memory. Let us keep that memory ever green.

Gentlemen of the Junior Class: From you, too, we must separate; into your care and keeping we commit whatever of prestige and of glory so earnest a band of students can give to our revered *Alma Mater*. Be good to her; obey her teachings, and you will find her a *fostering mother* in deed as well as in name. Farewell!











# TREASURER'S REPORT

ON THE

## PROPERTY AND FINANCES

OF THE

# COLUMBIAN UNIVERSITY

FOR THE

YEAR ENDING MAY 31, 1881.



WASHINGTON:  
JUDD & DETWEILER, PRINTERS.



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# ANNUAL REPORT OF THE TREASURER.

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*To the Overseers and Trustees of the Columbian University :*

GENTLEMEN : I have the honor to submit herewith a Report of the financial affairs of the University for the year ending May 31, 1881.

Schedule "A" is a Statement of Receipts and Disbursements.

" "B," Scholarship Funds.

" "C," Corcoran Endowment Fund Investments.

" "D," Miscellaneous Securities.

" "E," Description and assessed valuation of Real Estate.

" "F," Total Assets.

" "G," Table of Insurance.

All of which is respectfully submitted.

WM. STICKNEY,

*Secretary and Treasurer.*

WASHINGTON, D. C., *June 1, 1881.*

# SCHEDULE "A."

## Statement of Receipts and Disbursements for the year ending May 31, 1881.

### ACADEMIC DEPARTMENT.

#### RECEIPTS:

Tuition: College-----	\$3,152 48	
Preparatory School -----	4,299 57	
	<hr/>	\$7,452 05
Diplomas and medals-----		16 00
Rents: "Cutler" House -----	943 28	
Trinidad -----	310 00	
Lot 31 to Sept. 30, 1880-----	33 66	
Hall in Law Building to Supreme Court ---	150 00	
	<hr/>	1,436 94
Real estate notes: Interest -----		671 07
Quinsigamond Bank-----		12 50
Corcoran Endowment Fund: Interest Notes ----	195 00	
Positive Motion Loom Company -----	70 00	
City of Warsaw -----	12 00	
Olathe, Kansas-----	17 50	
Government Bonds-----	1,863 00	
Cincinnati Bonds -----	2,263 00	
Drawback certificate-----	883 54	
J. E. Fitch's Note: principal-----	2,350 00	
Loan from National Savings Bank -----	12,000 00	
	<hr/>	19,654 04
		<hr/>
		\$29,242 60
		<hr/>

#### PAYMENTS. *Salaries:*

J. C. Welling, LL. D., salary per annum, \$3,250, President of the Faculty and Professor of Political Economy: in full to March 31, 1881 -----	\$3,250 00
Professor A. J. Huntington, salary per annum, \$1,600: in full to March 31, 1881, and \$50 on account 2d quarter ----	1,650 00
	<hr/>
Carried forward -----	\$4,900 00

Brought forward .....	\$4,900 50	
Prof. S. M. Shute, salary per annum, \$1,600: in full to April 30, and \$100 on account of May, 1881 .....	1,566 64	
Secretary of the Faculty, 1 year .....	40 00	
Three per cent. commission on collections of \$3,465.50 ..	103 96	
Prof. E. T. Fristoe, salary per annum, \$1,600: in full to March 31, 1881 .....	1,600 00	
Prof. O. T. Mason, salary per annum, \$1,500: in full to March 31, 1881 .....	1,500 00	
Prof. A. H. Janus, salary per annum, \$800 to September 1st, after that, \$1,200: in full to May 1, 1881 .....	1,099 99	
A. P. Montague, Adjunct Prof., salary of \$750 per annum: in full to May 31, 1881 .....	750 00	
J. Howard Gore, Adjunct Professor salary, \$600 per annum to September 1, 1880, after that \$700, paid in full to May 31, 1881 .....	674 97	
Harry C. Davis, Adjunct Professor, salary \$750 per annum: paid in full to March 31, 1881 .....	625 00	
* Wm. Stickney, Secretary and Treasurer, salary per annum, \$600: in full to May 31, 1881 .....	250 00	
		<u>\$13,110 56</u>

*Miscellaneous:*

* Frank Becket, janitor at Law Building, wages \$30 per month, paid in full to April 30, 1881 .....	\$70 00	
Servant's wages:		
Frank Honesty—Wages \$27.50 per month, paid in full to May 31, 1881 .....	330 00	
James Hall—Wages \$22.50 per month, paid in full to May 31, 1881 .....	270 00	
Repairs and Materials:		
Lewis Williams .....	\$2 60	
"Cutler House," Wm. C. Morrison .....	20 00	
"      "      Sundry persons .....	300 28	
Carried forward .....	\$322 88	\$670 00

\* For other payments see *Law Fund*.

Brought forward -----	\$322 88	\$670 00
Law Building, S. M. Plumley -----	20 80	
“ “ H. K. Cruit & Co. -----	6 50	
Lumber : Wheatly Bros. -----	5 65	
Glass, lime, &c. : J. F. Green -----	11 80	
Lumber : E. E. Jackson -----	18 45	
Nails, &c. : L. H. Schneider -----	5 66	
Matches, brushes, &c., N. W. Burchell -----	12 70	
Chimney Sweep, John Banks -----	15 00	
Labor and Material, College Hill, E. Brook,	14 25	
Nails : Hartig & Son -----	11 00	
Brushes, lime, &c. : J. F. Green -----	8 46	
Repairing roof, J. K. Harrover -----	4 25	
“ barn, Trinidad, J. K. Harrover -----	85 00	
“ chimneys Prof. Mason's house, by		
W. W. Goddard -----	11 75	
“ wall at 14th street, Jas. King -----	75 00	
“ College porch, L. Williams -----	7 00	
		636 15
Sundries :		
Use of Theatre for Commencement of Law		
School : W. H. Rapley -----	100 00	
Engraving plate for diploma, Miles Fuller --	30 00	
Water rent for 1880 -----	18 00	
Safe Deposit Company, year ending July 3,		
1880 -----	40 00	
Rent of Lincoln Hall, A. S. Pratt -----	72 00	
Check book stamped -----	36 40	
Trespass notice, W. B. Denny -----	5 00	
Removing night soil, F. M. Draney -----	36 00	
Postage and incidentals, J. C. Welling -----	39 52	
Wm. Dickson, drawback certificate -----	6 27	
		383 19
Gas :		
Washington Gas Light Company -----		30 00
Stationery and Printing :		
Gibson Brothers -----	66 38	
Judd & Detweiler -----	4 50	
Wm. Ballantyne -----	29 56	
J. J. Chapman -----	4 00	
R. H. Darby -----	81 21	
		185 65
Carried forward -----		\$1,904 99

Brought forward .....		\$1,904 99
<b>Insurance :</b>		
Policy No. 12104.....	\$25 00	
Continental, (3d street house).....	20 00	
Continental, (Law Building.....	30 00	
Hanover, (College Building).....	25 00	
	<hr/>	100 00
<b>Taxes :</b>		
Fourteenth street property from 1877 to 1881	\$3,668 34	
Trinidad, from 1878 to 1881.....	3,999 60	
City property, from 1879 to 1881.....	2,325 93	
Special improvements.....	139 20	
Commission recovering drawbacks.....	47 06	
	<hr/>	10,180 13
<b>Advertising :</b>		
Evening Star .....	\$60 26	
The Nation.....	24 96	
Pittsburg Chronicle .....	5 00	
Inter Ocean.....	5 00	
Courier Journal.....	12 00	
Washington Post .....	71 50	
National Republican .....	63 00	
	<hr/>	241 72
<b>Prizes and Premiums :</b>		
Wm. B. King, 2d prize at Law Commence- ment.....	\$30 00	
Edmund A. Bailey, 3d prize .....	20 00	
M. W. Galt, bill for premiums .....	181 00	
	<hr/>	231 00
<b>Fuel :</b>		
Clarke & Given for College .....		556 38
Transferred to Law Fund.....		150 00
<b>Interest on Loan of National Savings Bank :</b>		
\$12,000 from December 30, 1880, to April 1, 1881, at 6 per cent. ....	\$182 00	
Abstract of Title and making and Recording Deeds	71 50	
	<hr/>	253 50
Purchase of \$2,000 U. S. 4's at 112½.....		2,250 00
		<hr/>
		\$15,867 72
		<hr/>

## LAW FUND.

Balance per last report, May 31, 1880 .....		\$78 58
Receipts :		
Tuition : Regular .....	\$6,477 00	
Post Graduate .....	500 00	
Criminal .....	325 00	
	-----	\$7,302 00
Diplomas .....		116 00
Rents : Thos. J. Miller .....	200 00	
R. T. Morsell .....	34 50	
H. W. Garnett, to March		
1, 1880 .....	229 00	
Enoch Totten .....	320 00	
	-----	783 50
Transferred from Academic Fund .....		150 00
		-----
		8,351 50
		-----
		<u>\$8,430 08</u>

PAYMENTS. *Salaries :*

Prof. Wm. A. Maury, salary per annum		
\$3,000, in full to May 31, 1880 .....	\$3,000 00	
$\frac{1}{3}$ of \$500 Post Graduate .....	166 67	
	-----	3,166 67
Prof. W. S. Cox, salary per annum, \$3,000,		
paid to May 31, 1881 .....	3,000 00	
$\frac{1}{3}$ of \$500 Post Graduate .....	166 66	
	-----	3,166 66
Judge Alex. B. Hagner, in full for course--		500 00
* Wm. Stickney, Secretary and Treasurer to May 31,		
1881 .....		350 00
		-----
		<u>\$7,183 33</u>

*Miscellaneous :*

## Janitor :

Frank Becket, wages \$30 per month .....	240 00
Gas .....	92 60
	-----
Carried forward .....	\$332 60

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\* Balance of salary paid from *Academic Fund*.

Brought forward .....		\$332 60
Printing :		
Judd & Detweiler .....		34 50
Engrossing Diplomas :		
H. C. Spencer .....		23 60
Prize :		
Jas. C. Jenkins, first prize .....		40 00
Music for College Commencement :		
Louis Weber .....		75 00
Repairs :		
Roof of Law Building, A. O. Brummel ...	\$47 00	
Repairing walls at Law Building, Jas. King,	30 00	
Stoves at College, Henry Warren .....	39 90	
		<hr/> 116 90
Papering Law Offices :		
J. Markriter .....	\$21 82	
A. M. Tubman .....	15 00	
		<hr/> 36 82
Lumber for College :		
J. E. Libbey .....		68 47
Covering Tables, &c. :		
W. B. Moses .....		70 98
Fuel :		
Clarke & Given .....	\$47 50	
G. L. Sheriff .....	6 75	
		<hr/> 54 25
Commission paid :		
F. H. Stickney for collection .....		200 00
Brooms and blank books .....		3 35
Ribbon for diplomas, E. G. Davis .....		19 65
Advertising :		
Evening Star .....		124 19
		<hr/>
		\$1,200 31
		<hr/> <hr/>

## CORCORAN ENDOWMENT FUND.

*Receipts :*

A. J. Huntington .....	\$25 00
------------------------	---------

## RECAPITULATION.

## Academic Fund :

Balanced at last report.

Receipts during year ending May

31, 1881-----	\$29,242 60
---------------	-------------

Payments : Salaries -----	13,110 56
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Miscellaneous-----	15,867 72
--------------------	-----------

-----	28,978 28
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Balance-----	\$264 32
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## Law Fund :

Balance per last report-----	78 58
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Receipts during the year-----	8,351 50
-------------------------------	----------

-----	8,430 08
-------	----------

Payments : Salaries -----	7,183 33
---------------------------	----------

Miscellaneous-----	1,200 31
--------------------	----------

-----	8,383 64
-------	----------

Balance-----	46 44
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## Corcoran Endowment Fund :

Balanced at last report.

Receipts-----	25 00
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-----	\$335 76
=====	

## SCHEDULE "B."

*Scholarship Funds.*

## ELTON FUND.

Chesapeake and Ohio Canal bonds, interest 6 per cent., payable January and July—Nos. 2041, 2053 to 2058, 2060, each \$1000 .....	\$8,000 00	
Nos. 1640, 1641, each \$500 .....	1,000 00	
	<hr/>	\$9,000 00

## KENDALL FUND.

Chesapeake and Ohio Canal bonds, Nos. 1642, 1643, each \$500 .....	\$1,000 00	
Note of J. E. Fitch—secured by real estate .....	1,500 00	
“ “ “ “ .....	1,497 00	
U. S. 4 per cent. bonds .....	2,000 00	
	<hr/>	5,997 00

## FARNHAM FUND.

Chesapeake and Ohio Canal bond, No. 2164 .....	1,000 00
--	----------

## • DAVIS FUND.

Chesapeake and Ohio Canal bond, No. 960 .....	1,000 00
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## CARTER FUND.

Chesapeake and Ohio Canal bond, No. 2165 .....	1,000 00	
	<hr/>	
		\$17,997 00
		<hr/>

NOTE.—The Chesapeake and Ohio Canal bonds contain coupons of July 1, 1864, *et seq.*

## SCHEDULE "C."

*Corcoran Endowment Fund Investments.*

## BONDS :

Cincinnati Municipal Coupon Bonds, interest $7\frac{3}{10}$ per cent., payable January and July—Nos. 2864 to 2881, 3293 to 3299, 5015, 7576, 7583, 7591, 7595, 7689—each \$1,000-----	\$31,000 00
Interest collected to January, 1881.	
United States Fives, interest payable February, May, August, and November—Nos. 10158 to 10161, 12143 to 12145, 18419 to 18422, 24078, 24079—each \$1,000 -----	\$13,000 00
No. 6443 -----	500 00
Nos. 6629, 7799, each \$5,000-----	10,000 00
No. 15848-----	10,000 00
	<hr/> 33,500 00
Interest collected to May 1881.	
United States Fours, interest payable January, April, July, and October—Nos. 65567 to 65570, 112936 to 112938, each \$100 -----	700 00
Nos. 57162, 66121, 81177, 92,533, each \$1000-----	4,000 00
	<hr/> 4,700 00
Interest collected to April, 1881.	
City of Warsaw bonds, Nos. 109, 110, 6 per cent—each \$100—interest payable July,	200 00
Olathe bond, No. 20, 7 per cent-----	250 00
Positive Motion Loom Company bond, No. 52, 7 per cent-----	1,000 00
	<hr/>
Par value-----	<hr/> \$70,650 00 <hr/>

## NOTES :

Lease 99 years, house in Baltimore, subscribed by G. G. Tyler, valued at-----	\$1,250 00
Notes from individual subscribers -----	5,325 00
	<hr/>
	<hr/> \$6,575 00 <hr/>

## SCHEDULE "D."

*Miscellaneous Securities.*

## District of Columbia :

Three-Sixty-Fives, interest payable February and August—Nos. 16653 to 16656	
—each \$500-----	\$2,000 00
Nos. 7881, 7882, each \$50 -----	100 00
	<hr/> \$2,100 00

## Quinsigamond National Bank :

Certificate No. 5, for 5 shares -----	500 00
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## City of Hannibal, 6 per cent. bonds :

Nos. 23 C, 14 D, interest payable April and October, each \$500 -----	1,000 00
	<hr/>
	\$3,600 00
	<hr/> <hr/>

## In addition to the above are the following, believed to be worthless :

Maysville and Lexington Railroad bonds,	
Nos. 101, 131, 132, 235, each \$1,000 ----	\$4,000 00
	<hr/> <hr/>



## SCHEDULE "F."

*Total assets.*

## Notes and subscriptions :

Notes secured by real estate .....	\$2,018 00
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## Corcoran Endowment Fund :

Notes .....	5,325 00
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Subscriptions unpaid, a part of which are not due according to the terms of subscrip- tion .....	23,759 00
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Subscription by G. G. Tyler, of a lease of 99 years of a house in Baltimore, Md., valued at .....	1,250 00
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-----	\$32,352 00
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## Bonds :

Scholarship Fund .....	\$17,997 00
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Corcoran Endowment Fund, par value.....	70,650 00
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Miscellaneous securities.....	3,600 00
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-----	92,247 00
-------	-----------

Real estate, assessed value.....	258,785 00
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Cash balance : Academic Department .....	264 32
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Law Department .....	46 44
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Corcoran Endowment Fund .....	25 00
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-----	\$383,719 76
=====	

SCHEDULE "G."—*Table of Insurance.*

Premises.	Amount.	Name of Company.	Location of Co.	No. of Policy.	Premium.	Policy Expires.
Prof. Huntington's house -----	\$1,000	Continental -----	New York -----	13965	\$3 50	June 1, 1882. 1 yr.
Prof. Shute's house -----	1,000	" -----	" -----	13965	3 50	" "
Prof. Mason's house -----	1,000	" -----	" -----	5798	3 50	" "
Laboratory -----	500	" -----	" -----	13965	2 75	" "
Cutler (3d street) house -----	4,000	" -----	" -----	5661	14 00	Sept. 20, 1880. 1 yr.
Law Building -----	5,000	" -----	" -----	11781	25 00	Jan. 5, 1882. 1 yr.
Preparatory Building -----	6,000	" -----	" -----	13405	30 00	Jan. 29, 1882. 1 yr.
College Building -----	1,000	" -----	" -----	13963	5 00	June 1, 1882. 1 yr.
Prof. Fristoe's house -----	5,000	" -----	" -----	13964	25 00	" "
Trinidad—House -----	5,000	Hanover -----	" -----	328526	25 00	Jan. 29, 1882. 1 yr.
Barn -----	1,000	" -----	" -----	328619	4 00	June 1, 1882. 1 yr.
President's house -----	3,000	} Home -----	" -----	183	185 00	May 28, 1883. 3 yrs.
	7,000		" -----	4814	60 00	Oct. 27, 1881. 5 yrs.
	5,000	" -----	" -----	13264	45 00	Aug. 23, 1883. 5 yrs.

## AUDITORS' CERTIFICATE.

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WASHINGTON, *June 3*, 1881.

*To the Corporation of the Columbian University:*

GENTLEMEN: In compliance with the resolution of your body of June 29, 1875, the Auditing Committee respectfully report that they have carefully examined the bonds, notes, and all other evidences of the investments of the funds of the Corporation in possession of the Treasurer, and find them to agree with the lists, and to correspond with the schedules forming a part of his report for the year ending May 31, 1881.

The Committee have also carefully examined the detailed statement of the Treasurer, exhibiting the receipts and expenditures for the year ending the 31st ult., and find them to be correct, and to agree with the vouchers.

HENRY BEARD,  
A. ROTHWELL.  
J. O. WILSON.









